

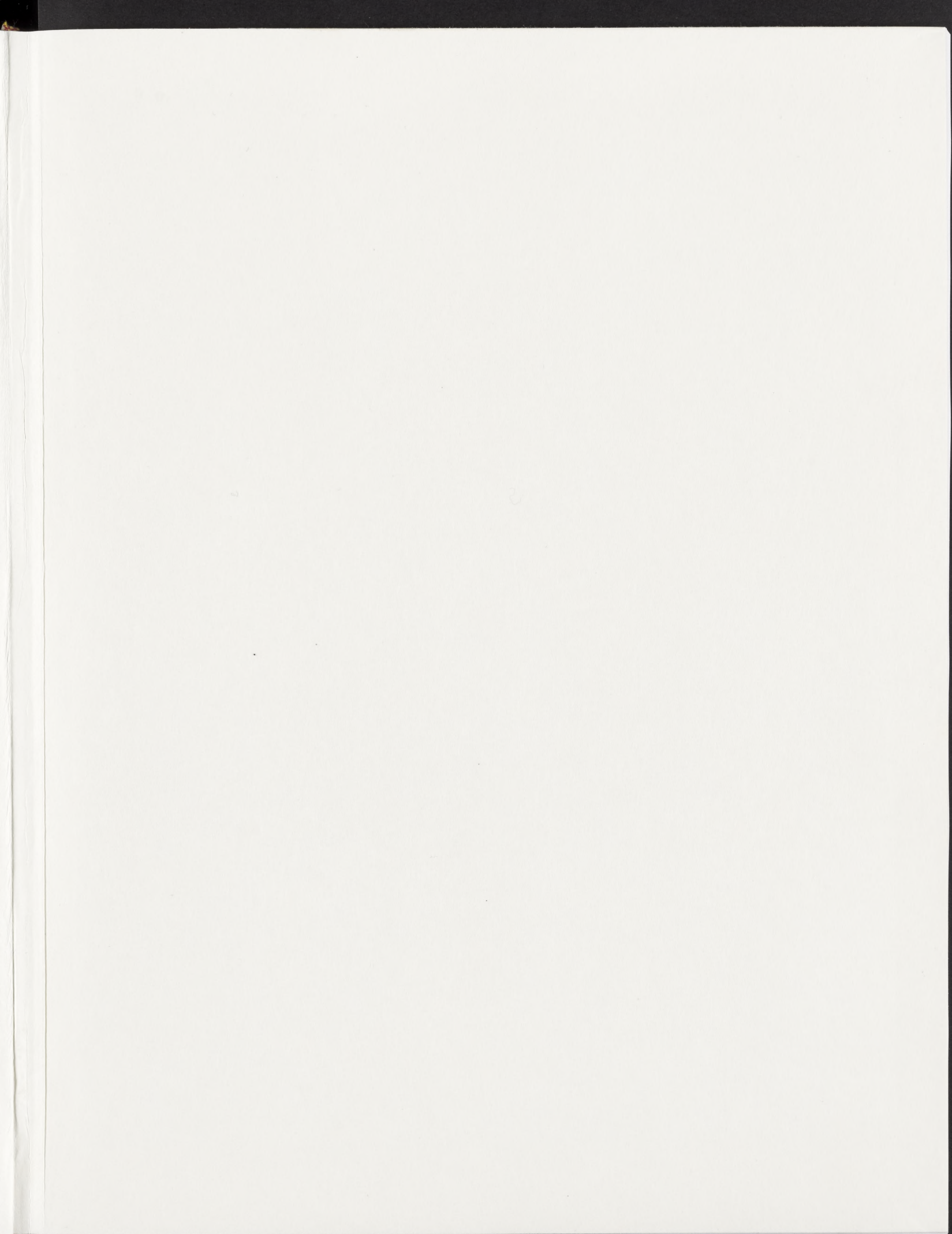
JAMES H. MEYER ORAL HISTORY PROJECT
UNIVERSITY OF CALIFORNIA, DAVIS

ORAL HISTORY INTERVIEW
WITH
FRANK EDWIN SPAFFORD

May 21, June 1 & 2, 1993

ORAL HISTORY PROGRAM
CSUS, SACRAMENTO





James H. Miller and Henry P. Brown
University of California, Davis

and Henry P. Brown

with

FRANK EDWIN L. P. BROWN

University of California,
Physical Chemistry and Mathematics, 1957-1961

May 21, 1961 and 1962

Davis, California

By James H. Miller
University of California, Davis

PREFACE

The James H. Meyer Oral History Project was planned to provide the University of California, Davis with a history of the changes in the campus under Chancellor James H. Meyer's leadership from the early 1960s through the mid-1990s. In the fall of 1991, John Skarnad, Acting Head of the Department of Special Collections of the Central Library, contacted Dr. Jacqueline S. Reinier, Director of the Oral History Program, Central State University, California State University, Sacramento, to begin the project. James H. Meyer Oral History Project, a Research Associate and graduate student, was assigned to the Oral History Program at CSUS, to conduct interviews with campus leaders, faculty, staff, and individuals involved in the administration of the campus.

Douglas conducted research in written records and talked closely with John Skarnad in developing interview topics. As the project progressed, Skarnad and Douglas decided a work schedule of one interview per week would be chosen by including a brief discussion of the history of UCD and its relation to the oral history project.

Oral History Interview

with

FRANK EDWIN SPAFFORD

Assistant Vice Chancellor,
Physical Construction and Maintenance, 1972-1987

May 21, June 1 and 2, 1993
Davis, California

By Susan E. Douglass
California State University, Sacramento



PREFACE

The James H. Meyer Oral History Project was planned to provide the University of California, Davis with a history of the changes in the campus under Chancellor James H. Meyer's leadership from the early 1960s through the mid-1980s. In the fall of 1991, John Skarstad, Acting Head of the Department of Special Collections of the General Library, contacted Dr. Jacqueline S. Reinier, Director of the Oral History Program, Center for California Studies at California State University, Sacramento, to begin the project. Dr. Reinier hired Susan Douglass, a Research Associate and graduate student in the Capital Campus Public History Program at CSUS, to conduct interviews with Chancellor Emeritus Meyer and individuals involved in the administration of the campus.

Douglass conducted research in written records and worked closely with John Skarstad to develop interview topics. As the project progressed, Skarstad and Douglass decided a more complete picture of the history of UCD could be obtained by including a brief discussion of the narrator's full career in addition to the core discussion topics.

Each interviewee completed a biographical questionnaire. Interviewees were given the opportunity to review their typed transcripts, and final transcripts were edited by Douglass before binding.

The original tapes, copies of the bound transcripts and production materials are located in the Department of Special Collections in the General Library at the University of California, Davis. In addition, copies of the tapes and transcripts, as well as the working transcripts, are located in the Oral History Collection in the University Archives, The Library, California State University, Sacramento.

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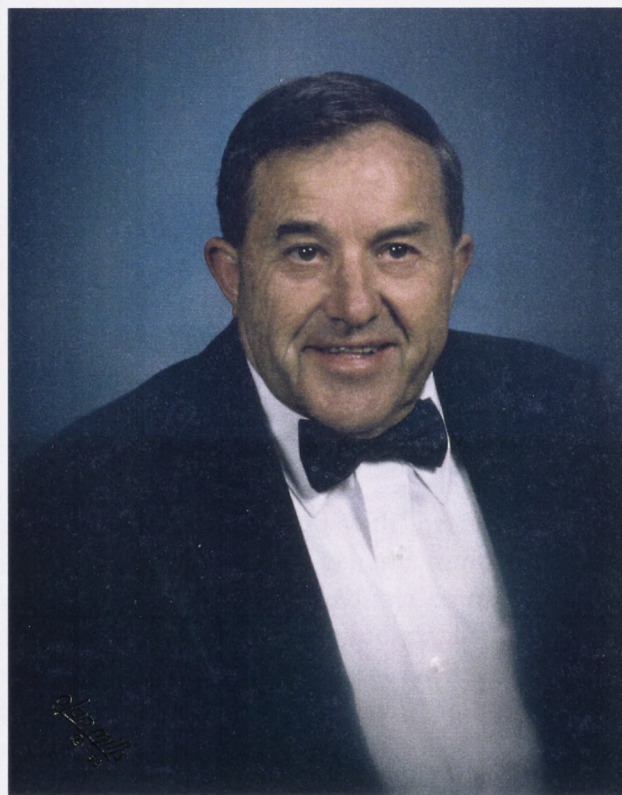


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INTERVIEW HISTORY

These interview sessions with Frank Edwin Spafford are the fourth in a series of interviews that will compose the James H. Meyer Oral History Project and provide a history of the University of California, Davis. The focus of this project is major themes in the development, expansion, and organization of campus programs under Chancellor Meyer's leadership. In addition to focusing on the period of Dr. Meyer's chancellorship, 1969-1987, these interview sessions with Spafford include his experiences at UC Davis as a student and his experiences working in administration prior to working with Chancellor Meyer.

The interviewer, Susan Douglass, met with Spafford for a preliminary interview to discuss the project. The interview sessions on May 21 and June 1 and 2 were conducted at Spafford's home. After the interviews, Spafford reviewed the transcript and made some minor changes, largely to clarify information. He did not make any major changes in the content of the manuscript.

BIOGRAPHICAL SUMMARY

Frank Edwin Spafford was born in Los Angeles, California in 1924. He grew up and attended school in Glendale. After graduating from Herbert Hoover High School, he worked for Industrial Formings, a company located in Burbank, and then Western Air Lines at the Los Angeles airport. He began his college education in 1945 at the University of California, Los Angeles. Spafford took courses and worked over the next five years before transferring to the University of California, Davis where he studied agricultural education. While attending UCD he served as senior class executive committee representative and president of the Associated Students of the University of California. In addition, he worked as a farm laborer in the Department of Agronomy.

After completing his Bachelor of Science degree in 1953, Spafford continued his education at UCD, receiving a master's in education in 1955. He also began his life-long career with UCD when he became Provost Stanley B. Freeborn's assistant in 1954. When UCD became a general campus in 1958, Spafford continued to work with the leading campus administrator, first Chancellor Emil Mrak and then Chancellor James H. Meyer. Spafford served in the capacity of administrative, executive, and special assistant to Chancellor Mrak. During Meyer's tenure from 1969 until 1987, Spafford served as Assistant Vice Chancellor of Physical Construction and Maintenance. Upon his retirement in 1987, Spafford received the honor of being named Assistant Vice Chancellor Emeritus.

[Session 1, May 21, 1993]

[Begin Tape 1, Side A]

DOUGLASS: Hello, Mr. Spafford.

SPAFFORD: Good morning, Susan.

DOUGLASS: Before talking specifically about UC Davis [University of California, Davis], I would like to ask you about your background. I understand that you lived in Glendale, California.

SPAFFORD: Correct.

DOUGLASS: Is that where you are from originally?

SPAFFORD: Well, I was born in Los Angeles, but I really grew up in Glendale. I went to all the public schools there.

DOUGLASS: Where were you and your family living in Glendale?

SPAFFORD: We lived on Grandview and then on Kenneth Road in the western part of Glendale.

DOUGLASS: Was there any particular reason why your family was in Glendale?

SPAFFORD: My father [Frank W. Spafford] was a civil engineer with the telephone company and he worked in downtown Los Angeles. Glendale was a suburb where a lot of people who worked in Los Angeles lived, and he car-pooled with some other people in his department. He went on

field surveys in Saugus, Newhall, Palmdale areas, which in those days were the desert; now they've got subdivisions on them.

DOUGLASS: They have houses, right.

SPAFFORD: Yes. So I had a very pleasant childhood. My dad was a scoutmaster. We had a little orchestra when we were in high school that his service club, the Civitan Club, helped sponsor. We had a good time.

DOUGLASS: Did you have siblings?

SPAFFORD: I have one sister [Edith Spafford Perry].

DOUGLASS: Is she older or younger?

SPAFFORD: Younger.

DOUGLASS: What did your mother [Louise Ludden Spafford] do?

SPAFFORD: At that time she was a housewife. She did work after I was in high school. She worked for a place that made strollers.

DOUGLASS: Baby strollers?

SPAFFORD: Yes. Then she worked at Baxter, which made intravenous kits, and then at a place that makes thermostats--and I just lost the name of it; not Honeywell, but a place like that--in Burbank.

DOUGLASS: Did she have to go back and get training to do any of these jobs?

SPAFFORD: No, those were assembly-type tasks. She could walk there, down the hill.

DOUGLASS: From where you lived in Glendale?

SPAFFORD: Yes.

DOUGLASS: That's interesting. You said you attended schools in Glendale. What subjects were you interested in when you were in high school?

SPAFFORD: Oh, I just took college prep. I took some mechanical drawing. I guess everybody had to take wood shop, I'm not sure--all the fellows. I just took college prep kinds of things. I didn't have any idea what I was going to do when I got out.

DOUGLASS: Were you involved in extracurricular activities connected with school?

SPAFFORD: I was the senior rep [representative] on the Student Council and in the High Y group and that kind of thing.

DOUGLASS: How did you get interested in doing those things?

SPAFFORD: I have no idea. You know, just the people you meet.

DOUGLASS: I take it you had to run for the office?

SPAFFORD: Yes. Right.

DOUGLASS: Was there anyone when you were in high school that influenced you in any particular way or that you connected with?

SPAFFORD: No, I don't think so. We had a woman who was a chemistry teacher who took trips at Easter vacation to the desert and to visit cement plants and things that related to chemistry in some way.

DOUGLASS: Do you remember what her name was?

SPAFFORD: Mrs. [] Moir. She's no longer living. She was very good. She and the physics teacher named [] Thompson were both good. There

SPAFFORD: was a coach that I enjoyed, a guy named Pop Crow. He was kind of interesting.

DOUGLASS: How was he interesting?

SPAFFORD: Because I was small, he would always talk to me. He seemed interested in me.

DOUGLASS: Did he teach a class that you took or how did you know him?

SPAFFORD: Yes, in physical education.

DOUGLASS: You just mentioned a few minutes ago that you were taking courses and didn't have any particular leaning, but you were taking college prep courses. Were you planning to go on to college?

SPAFFORD: I wanted to be ready to if I could.

DOUGLASS: What actually happened when you finished high school?

SPAFFORD: I graduated in January of '42, which was a month after Pearl Harbor.¹

DOUGLASS: You graduated mid-year, then?

SPAFFORD: Yes. That was the last class that did that. So, I went to work.

SPAFFORD: Actually, I went to work for Forest Lawn Memorial Park in the office, and I worked there for about eight months. Then I went to work for a firm that made parts for the hydraulic system of airplanes for the military.

DOUGLASS: Was that Industrial Formings I saw on your biography?

¹The bombing of Pearl Harbor occurred on December 7, 1941.

SPAFFORD: Yes. I worked for them.

DOUGLASS: They were in Burbank [California]?

SPAFFORD: Right, which was nearby. Then my father passed away when I was nineteen, and I went to work for Western Airlines. They were in Burbank at that time.

DOUGLASS: Did you continue to live in Glendale?

SPAFFORD: Yes, I lived with my mother. My sister got married about that time.

DOUGLASS: I saw that you did start college at UCLA [University of California, Los Angeles].

SPAFFORD: That was right after the war. I worked for Western Airlines during the war, and then after VJ Day I started at UCLA. After a year I dropped out for lack of money for a while, so it took me about eight years to get my bachelor's degree.

DOUGLASS: Many students, I think, can understand that. When you went to UCLA what did you intend to study?

SPAFFORD: Well, I started in meteorology, because I got interested in that at Western Airlines. But then I found out that meteorology at UCLA, which was a very good department, was really a very high-powered physics program. I just wasn't that good in math and that kind of thing, so I didn't stay in meteorology.

DOUGLASS: What did you move on to?

SPAFFORD: Well, I moved on to several things. They had just a general program for a while, and I was in that. Then I ended up in business management. Then at the very end, the last year I was at UCLA, they still had agriculture economics at UCLA, so I took that. I'm not sure whether I changed my major at the registrar's office or not but that's what I took. I took a general program, and some business courses and some ag econ [agricultural economics].

DOUGLASS: You said that it took you some time to actually take courses at UCLA, and that you had to take time off to work.

SPAFFORD: Yes, I worked part-time and went to school part-time.

DOUGLASS: How did that affect your going to school, do you think, in terms of what you were studying or in any other way?

SPAFFORD: I guess that I figured that I was just ahead of my time. A lot of students have dropped out, you know, for a lot of reasons, but I didn't. I don't think it hurt. Our kids, who have gone to college, our son went right through in four years, and that's great if you can do that. I just probably needed time to reflect on what I wanted to do also.

DOUGLASS: Did you continue working for Western Airlines while you were going to school?

SPAFFORD: I quit and went for a full year at UCLA without working. Then I had to start working again part-time. I actually worked full-time and then went to school part-time.

DOUGLASS: So, you did a combination of those things.

SPAFFORD: Right. Yes.

DOUGLASS: Why did you transfer to UCD [University of California, Davis]?

SPAFFORD: I was interested in agriculture. I didn't know how I was going to get into it because I didn't have a farm to go to or anything. I was just interested in ag. My mother was born on a farm in Nebraska. I don't think that had anything to do with it, but we talked about it. We always had things growing in our lot in Glendale. My dad and mother were both members of the Garden Club. I just thought it would be fun to get into agriculture. So then I found out about ag education, teaching of ag in high school, and that's what I signed for when I came to Davis.

DOUGLASS: That was 19 . . .

SPAFFORD: . . . Fall of 1950.

DOUGLASS: At what level were you considered to be when you transferred?

SPAFFORD: Well, I had taken no production agriculture courses, so someplace between a sophomore and a junior.

DOUGLASS: But you said you took agriculture economics at UCLA.

SPAFFORD: Yes.

DOUGLASS: Was that the extent of your agricultural education?

SPAFFORD: Right.

DOUGLASS: What was your first impression of the campus when you came?

SPAFFORD: Well, it was certainly different than UCLA, you know. UCLA probably had about 15,000 students then and Davis had 1,500. So it was just quite a different place. I lived in North Hall and got to make friends pretty quickly, and I enjoyed it very much.

DOUGLASS: What about it did you enjoy?

SPAFFORD: It was small and you could get to know people quickly. I worked for [Robert W.] Bob Allard, who was a professor of agronomy. He's a geneticist, now retired. I worked there as a laborer and learned a lot from him.

DOUGLASS: What did you do exactly?

SPAFFORD: Harvested lima beans and counted them and did some calculations on an old calculator they had in the lab.

DOUGLASS: For how long did you do that?

SPAFFORD: Oh, I guess it was three years.

DOUGLASS: This was basically the whole time you were finishing up your degree?

SPAFFORD: Yes.

DOUGLASS: What other types of courses did you take?

SPAFFORD: Well, I took botany and animal science, all the basic introductory courses, because in ag education you learned both plant and animal sciences, and then ag econ. It was a broad array. That was nice because I knew faculty members from a number of disciplines because I took courses from them. I had to take chemistry. I took Chemistry

1A from the late [Herbert A.] Herb Young, who was the dean of Letters and Science, and Chem 8 from [Lawrence J.] Larry Andrews, who became the dean of Letters and Science. He and I have been good friends ever since. So, that was kind of interesting.

DOUGLASS: Did any of these particular teachers influence you in any direction?

SPAFFORD: Oh, I can't say that. I really had a lot of good teachers--Ralph [C.] Stocking in botany and [Chester O.] Chet McCorkle [Jr.]. He was in ag econ. [Edwin C.] Ed Voorhies, who passed away and had a building named for him. I had a couple of courses with him on finance. I think I learned a lot from Bob Allard on the scientific process by working for him.

Then I met folks through the Associated Students [of the University of California] activities. Harry [H.] Laidlaw was the faculty advisor to the Associated Students, and [Richard W.] Dick Harris and [Robert M.] Bob Hagan were advisors to Blue Key, and they were all very genuinely interested in students. We had functions at their homes and got to know them as individuals, as people.

DOUGLASS: I saw you were involved in Blue Key. What was the other honorary society?

SPAFFORD: Alpha Zeta. Alpha Phi Omega I was involved with later. That was a Boy Scout honorary.

DOUGLASS: OK. And then you were also involved in Future Farmers of America.

SPAFFORD: Yes. Elwood [M.] Juergenson and [Sidney S.] Sid Sutherland were the two faculty members in ag education, and they took us on fishing trips once a year. "Jurgie" and I got to be good friends then.

DOUGLASS: For each of these societies did you have functions going on on a fairly regular basis that you would attend?

SPAFFORD: The Future Farmers met, I don't know, once a month or something like that.

DOUGLASS: And how often would Blue Key, for example, meet?

SPAFFORD: Once or twice a month, because they did service projects.

DOUGLASS: That was quite active then?

SPAFFORD: Right.

DOUGLASS: You got involved in student government. How did that happen?

SPAFFORD: Probably because of these service groups. We had a lot of World War II vets back, you know, so there was an older group there. There was a lot of volunteerism. Everybody was interested in working hard, but helping the place grow, you know. There was really very little money for things. Everybody had to volunteer to get things done.

DOUGLASS: You mean in terms of student activities or something else?

SPAFFORD: Right. Associated Students didn't have much money.

DOUGLASS: What was the first office that you ran for in student government?

SPAFFORD: I guess I was a class representative.

DOUGLASS: I saw that you were a senior class representative, but were you active before that?

SPAFFORD: I just don't remember the sequence.

DOUGLASS: What would you do as the class representative?

SPAFFORD: Just be a member of the Executive Council that handled all the finances and the programs for the Associated Students. We worked on Picnic Day and they had a Future Farmer Day¹ that came the day before Picnic Day, for judging. That was a big event. We had to put up tents and concession booths and all that kind of thing. We did a lot of physical work as well as fiscal planning.

DOUGLASS: You said that there wasn't much money so most of these things were done by students helping out.

SPAFFORD: Right.

DOUGLASS: What would you do to raise funds that you did need?

SPAFFORD: Well, they had the concessions for Picnic Day. I don't remember that they had many bake sales or anything like that, but you just kept your expenses to a minimum by not having to hire help.

DOUGLASS: Did any portion of the registration fees at that time go for student activities?

¹Judging Day occurred annually in the Spring for members of the Future Farmers of America.

SPAFFORD: Yes. Not the registration fee but the Associated Students fee. There were two fees.

DOUGLASS: I see. It was separate.

SPAFFORD: Yes. So the Associated Students would sponsor dances and classes, would sponsor the senior proms, and that was by ticket sales and volunteer help.

DOUGLASS: Back to volunteer help. [Laughter]

SPAFFORD: Except for the band.

DOUGLASS: You ran for office, for the presidency. Then it was called Associated Students of the University of California.

SPAFFORD: ASCA--Associated Students Cal Aggies.

DOUGLASS: OK. Great.

SPAFFORD: Then we changed it to Associated Students of the University of California, Davis.

DOUGLASS: So that would have been your senior year?

SPAFFORD: Right.

DOUGLASS: Why did you decide to run, do you remember?

SPAFFORD: No. It seemed like a good idea at the time.

[Interruption]

DOUGLASS: . . . You were talking about when you ran for student body president.

SPAFFORD: Hughes and Beckett Hall, the new residence halls, were built.

DOUGLASS: Was Hughes named after Elmer Hughes?

SPAFFORD: Right, and the other for [Samuel H.] Sam Beckett. So we moved from North Hall and West Hall and A, B, C dorms, which were the "temporaries." The fellows all moved to Hughes and Beckett. That would be 1951. That was really something because these were the first new dorms that had been built since 1913 or something. We worked at making it an attractive place to live and a fun place to live, with the housing office helping out. We had dances and parties and dinners and that kind of thing. So that was an interesting year to get everybody organized.

DOUGLASS: What did you do, exactly? You were explaining that this was a big move.

SPAFFORD: Well, we just tried to get the fellows interested in having different programs, just getting your fellow students involved in doing things.

DOUGLASS: How did you do that?

SPAFFORD: Just by talking to them. It was a good group. We had a lot of fun. As it turned out, Bob Allard's mother-in-law was our house mother-- Mrs. Eunice [H.] Wilson--and she was a real gem. The first year the woman in Beckett Hall just didn't really quite fit in, but then Mrs. [Audrey] Kelly, who was the mother of a student friend of ours, came. She was also just really loved by all the kids. They actually put on a St. Patrick's Day dinner for her. Mrs. Wilson and Mrs. Kelly who both have since passed away, had friends forever from that experience.

DOUGLASS: How many students, roughly, were there?

SPAFFORD: Two hundred in each.

DOUGLASS: So that's a large number, actually.

SPAFFORD: Right. That's why we needed to have some activities.

DOUGLASS: To help students feel united?

SPAFFORD: Right, to feel a part of the place. That was important to the campus administration because this was the first batch of residence halls and they needed to keep them filled to pay off the bonds.

DOUGLASS: That's interesting. When you became president for the Associated Student body, what in particular did you really focus attention on?

SPAFFORD: As I said before, it was a scramble just to get enough money to do the things we wanted to do like the band and awards for the athletic teams. At that time Associated Students paid for the pins and sweaters and that kind of thing. So it was just hard to get enough money from the small student body. A lot of volunteerism.

DOUGLASS: That really sounds like it was the crux of everything.

SPAFFORD: Right. Correct.

DOUGLASS: How much time, when you look back, do you think you spent, for example, in that last year, between your studies and being involved in student government?

SPAFFORD: Well, I would guess, on an average, it would be a couple of hours a day, but it would be in peaks.

DOUGLASS: When you had an event?

SPAFFORD: Yes. But it was a little bit different from today. There wasn't any outside politicking. You didn't go to the city council or state government or anything like that. You just worked on your own program.

DOUGLASS: How much time did you spend with administration?

SPAFFORD: Well, it was kind of interesting. I had to sign checks and so I went into the business office almost daily. I got to be good friends with Ira [F.] Smith, who was the comptroller, and Cecil [C.] Norris, who was the business manager, and Barbara [C.] Bell who was the right hand for both of them. So I got to know them very well, and I had a lot of fun chatting with them. Knowles [A.] Ryerson was the dean at Davis before provosts and chancellors. He was assistant dean, actually, and [Claude B.] Hutchison was the dean for the whole university. I only met with Hutchison twice, probably, because he only came to the campus a few days a month. I got to know Ryerson very well.

DOUGLASS: How much time was Ryerson spending on the campus?

SPAFFORD: He was gone some, but I think about that time he was there most of that year.

DOUGLASS: This is 1953, then?

SPAFFORD: Right.

DOUGLASS: What would you meet to talk to him about regarding student activities?

SPAFFORD: Well, I didn't meet with him as much as I did with the business office staff.

DOUGLASS: But you said you did spend some time with him.

SPAFFORD: Yes, but I don't remember why except just to see where we were going.

DOUGLASS: You completed your degree which was a B.S. in agricultural education. Is that the correct title?

SPAFFORD: That's right.

DOUGLASS: What did you think you were going to do once you finished your degree?

SPAFFORD: I was going to go and do my practice teaching and then go into ag education at the high school level. Then [Stanley B.] Stan Freeborn was named head of the campus. Freeborn came in my senior year.

DOUGLASS: 1953.

SPAFFORD: Right.

DOUGLASS: He was officially named provost in '52.

SPAFFORD: Anyway, he invited me to come and be on the staff.

DOUGLASS: How did that happen?

SPAFFORD: Well, he needed somebody. Lysle [D.] Leach became dean of students, and I don't know what year [1952]. He was a respected plant

pathologist, and he agreed to be dean of students for up to five years.

So it was just Lysle Leach with Susan [F.] Regan as the dean of women and the assistant dean of students. I just helped with the student activities primarily in the residence halls. They wanted to see that the bonds got paid. [Laughter] Anyway, he asked me to come on, but he agreed that I should go get my teaching credentials, so I did. We lived in Davis. Lois [Smith Spafford] and I got married that August, and then she taught in Winters.

DOUGLASS: This is still 1953?

SPAFFORD: 1953-54. I went to Woodland High School and did my practice teaching under Harry [O.] Walker.

DOUGLASS: I know that name.

SPAFFORD: Yes. Harry and I have been good friends a long time.

DOUGLASS: What was your official title when you were working--was this under Lysle Leach?

SPAFFORD: I worked for Freeborn, but I worked with Lysle Leach, so I was assistant to the provost.

DOUGLASS: But at the same time you were completing your teacher's credential?

SPAFFORD: No, I wasn't hired till '54. It was '53, '54 that I did my practice teaching.

DOUGLASS: That was for that year.

SPAFFORD: I started in '54 as assistant to the provost.

DOUGLASS: Let me make sure I understand this correctly. When you finished your B.S., you were going to get your teaching credential anyway, but then Dr. Freeborn . . .

SPAFFORD: . . . Asked me to come on staff.

DOUGLASS: What were your main responsibilities as assistant to the provost?

SPAFFORD: I helped in the residence hall programming, and then I got into alumni affairs and also as sort of an odds-and-ends chairman. But it was the student activities and alumni activities that turned out to be my main tasks.

[End Tape 1, Side A]

[Begin Tape 1, Side B]

DOUGLASS: Could you describe to me how the office was set up, basically? Dr. Freeborn had been provost for a year when you came in.

SPAFFORD: Right.

DOUGLASS: How was the office structured?

SPAFFORD: Well, there weren't many of us. Mary [L.] Dye was the principal administrative assistant, and [there was] [J.] Price Gittinger. He had worked for Ryerson, and he continued on, and he was the veterans' representative and the relations with schools. He had been the assistant dean, so he had been involved in a lot of things. But it was essentially Freeborn, Mary Dye, Price Gittinger. Jane Ann Williamson Lewis--her name was not Lewis at that time--worked for Gittinger.

She handled the front desk where all the students came. That was about it.

DOUGLASS: And then you came in?

SPAFFORD: Yes. Then the business office downstairs and accounting office.

DOUGLASS: Where were you located on campus?

SPAFFORD: In the Library Administration Building which is the old north wing of the library. We were at the east end. So everybody was there.

Howard Shontz was the registrar. He was downstairs near the accounting office and business office. The dean of Ag's office was upstairs, along with the provost's office. Fred [N.] Briggs was the dean.

DOUGLASS: You mentioned that in your role you were focusing on alumni and student affairs.

SPAFFORD: Right.

DOUGLASS: It sounds like you were filling a gap that no one had dealt with before.

SPAFFORD: Right.

DOUGLASS: Do you remember what activities you were involved in that first year?

SPAFFORD: No, I don't really. As I said, helping in the residence halls was the high priority for Dr. Freeborn.

DOUGLASS: What did that entail?

SPAFFORD: Well, working with the housing office and with Lysle Leach, and making sure that we still had programs that were of interest to students.

DOUGLASS: Could you give examples of these programs?

SPAFFORD: Dinners, parties, dances, probably some intramural-type functions, because the campus didn't have a big intramural program then like it does now.

DOUGLASS: Were there any other things that you were doing in that initial period?

SPAFFORD: Well, [Frederick L.] Fred Griffin, who had been professor in the two-year program, was working on some alumni things. He and Howard Shontz. Howard was also the secretary of the alumni association, so we started putting out a little newsletter to the alumni.

DOUGLASS: What was that called?

SPAFFORD: I don't know. It was just a little eight and a half by eleven folded over kind of thing. I met with the alumni board to see what help we could offer and communicate.

DOUGLASS: You've mentioned a number of different people that you worked with. Who did you work with most closely?

SPAFFORD: Probably with Lysle Leach and [Edmund T.] Ed Price, who was the housing office business manager. Lysle Leach was a super person.

DOUGLASS: You liked working with him?

SPAFFORD: Oh, yes. He and I were good friends until he passed away.

DOUGLASS: Could you describe what a typical day was like?

SPAFFORD: Nope. [Laughter]

DOUGLASS: [Laughter] OK.

SPAFFORD: You know, I just would certainly go out to the residence halls, if not every day, most every day, and talk with Mrs. Wilson and Mrs. Kelly, and go down to Lysle's office.

We did some studies on how students did academically based on what they took in their freshman year and on their preparation before they came to UCD because we had too many students leaving at the end of their freshman year because they didn't hack it academically. So, we were doing some studies on that.

DOUGLASS: What did you learn from those studies?

SPAFFORD: Well, that if they had good math preparation they did pretty well. If they didn't, why, they didn't. That was the main thing. Getting through chemistry was a big hurdle. Everybody took chemistry and zoology, and if they didn't have the background, why, they were in trouble.

DOUGLASS: How did you apply that information?

SPAFFORD: Well, through Lysle Leach to the faculty who were academic counselors to try to get them into taking, I guess you'd call it, remedial math before they started taking Chem 1A.

DOUGLASS: Did it affect curriculum, then?

SPAFFORD: No, it didn't affect the curriculum; it just affected what they took first.

DOUGLASS: So those courses were already offered. It was just having them go on a certain track.

SPAFFORD: Right.

DOUGLASS: In the transition period when Davis became a general campus in 1958 Dr. Freeborn, for that very initial period, was named chancellor, is that correct?

SPAFFORD: Right, because the provost was a more limited academic title and chancellor meant the head of general campus.

DOUGLASS: What impact did that transition have on the office?

SPAFFORD: I don't think much. It didn't all of a sudden go from one day it was something and the next day it was something else. It was just sort of a gradual change. We didn't have a lot of growth right during that period. It was actually in '59, '60, that period, that it started to grow. But we had the ups and downs of the Korean War in there. Actually we had a different enrollment because of that.

DOUGLASS: Because of the war?

SPAFFORD: Yes. There were a lot of meetings, prior to Davis being declared a general campus, with the faculty and Education Policy Committee of the [UC Board of] Regents, and so forth, and whether the College of Letters and Science was going to be subservient to Agriculture or whether it was going to be on its own. I think that there were changes

in the number of departments that were started in the Letters and Science. We'd always had math, physics, and strong chemistry and botany faculty to support the College of Agriculture. Those people had Experiment Station titles in those departments. But then we started getting geology and geography and anthropology and sociology, so that took a little effort to help them get started.

DOUGLASS: How were you involved in some of these things such as the meetings and conferences going on prior to Davis being named a general campus?

SPAFFORD: I was not involved in the meetings between the faculty. I sometimes helped drive somebody someplace, but I was not involved in the discussions. Regent [Donald H.] McLaughlin, for instance, was chair of the Education Policy Committee of the regents, and he was up quite often.

DOUGLASS: You would drive them or make sure they got to wherever they needed to go?

SPAFFORD: Right.

DOUGLASS: What about the budget situation? Were you involved at all with working with Dr. Freeborn on that?

SPAFFORD: Well, when I think of those simpler days, Harry [R.] Wellman, who was vice president of agriculture, would come up for the afternoon, meet with Freeborn and Mary Dye, and settle the budget. It was a lot

simpler time. So it wasn't as complicated as it is now. It was smaller and just very frugal.

DOUGLASS: The amount of money that was available?

SPAFFORD: Right. So I didn't get involved in the budget process until probably 1962, '63, along in there.

DOUGLASS: I saw that in '58 and '59--and you'll have to tell me if it was longer than that--you were taking some education courses at [University of California] Berkeley.

SPAFFORD: Well, before that I did get a master's in education at UCD.

DOUGLASS: So that's different from your teaching credential.

SPAFFORD: Right.

DOUGLASS: You did that from '53 to '54. Then you got your master's in '55, I saw.

SPAFFORD: Right. I took a few courses while I was working to complete that.

DOUGLASS: Why did you decide to get the master's?

SPAFFORD: I don't know. The opportunity was there. Probably Freeborn encouraged me. He was a neat guy.

DOUGLASS: What was it like to work with him?

SPAFFORD: Well, he had been with UC [University of California] a long time. He had lived in Davis before and then went to Berkeley. He lived in Davis in the twenties. He was a mild-mannered guy, good storyteller, had a reserved manner, but was very friendly. He had been the referee

for football at high school and junior college level, and was the Berkeley campus faculty rep to the Pacific Coast Conference in athletics. So he was interested in athletics. On the weekends, he would wear a Pendleton, but he would still wear a bow tie with it. [Laughter] He was just a neat guy. He and [Robert G.] Sproul, who was the president of the University [of California], were long time friends, and so he was a comfortable guy and able to accept the change. He had gone to the University of Massachusetts at Amherst but got his doctorate at Berkeley, I believe. In fact, one time he said that when he got his Ph.D. he knew 95 percent of the world's knowledge in entomology, and when he retired from the university he knew 5 percent. A knowledge explosion had taken place. He was a nice, nice person.

DOUGLASS: Back to your taking courses at Berkeley, and this was after you had already finished your master's degree in education, Freeborn was giving you release time from work.

SPAFFORD: Right. That was [Chancellor Emil] Mrak, too.

DOUGLASS: Why were you taking courses at Berkeley?

SPAFFORD: Well, at one time I had the intention of getting an Ed.D.

DOUGLASS: You were taking graduate courses at Berkeley, then?

SPAFFORD: Right. But I didn't. I lost interest.

DOUGLASS: Do you know why you lost interest?

SPAFFORD: I just didn't care for the education courses. I didn't need it for my job.

DOUGLASS: It was just something to be sort of a goal, an intellectual goal, but I just didn't really want to continue with it.

DOUGLASS: Why did you start taking classes in the first place?

SPAFFORD: Just because I thought I might learn something.

DOUGLASS: Did you have contact with Clark Kerr at the campus when you were taking classes?

SPAFFORD: No, but I'd go to meet with [Eugene C.] Gene Lee and [Edward L.] Ed Barrett, who worked for him at that time.

DOUGLASS: Is that Eugene Lee you're talking about?

SPAFFORD: Yes. So I'd stop in and see them when I'd go down early to class because it was usually late afternoon or early evening three-hour sessions except in the summer they were during the day. During the school academic year I would go down for classes in the afternoon. Some classes would be four to seven [o'clock] and some five to eight [o'clock] in the evening one day a week. I'd go in and see Gene Lee and Ed Barrett and see what they were up to. They were working on directives for Clark Kerr.

DOUGLASS: You didn't actually have any interaction with Clark Kerr then?

SPAFFORD: Very seldom.

DOUGLASS: You said you continued taking courses, too, when Mrak became chancellor. You did this for several years then, is that correct?

SPAFFORD: Right.

DOUGLASS: Dr. Freeborn retired in 1959. Is that the right terminology?

SPAFFORD: Right.

DOUGLASS: He actually only held the title of chancellor for about a year, is that correct?

SPAFFORD: Yes.

DOUGLASS: And then Emil Mrak was named chancellor.

SPAFFORD: Right. Clark Kerr was named president in '58, and Freeborn retired at the end of '58 and '59.

DOUGLASS: Then Dr. Mrak came in.

SPAFFORD: Right.

DOUGLASS: You became administrative assistant to Chancellor Mrak. What did that mean, exactly, in terms of your responsibilities?

SPAFFORD: Just other duties as required. I was, again, an odds-and-ends chairman kind of thing. I can't remember what I did for Freeborn in the way of a secretary to the dean's council or something like that, but for Mrak, I helped him with the deans' council agenda and that kind of thing. I would call around and see what they wanted on the agenda.

DOUGLASS: And set that up?

SPAFFORD: Yes.

DOUGLASS: How often did they meet?

SPAFFORD: Once a month.

DOUGLASS: Did you continue what you were doing for Dr. Freeborn under Dr. Mrak?

SPAFFORD: We started to get a bigger dean of students staff and housing staff. I did continue with the alumni and then more with relations with the community and relations with the governmental affairs office in Sacramento.

DOUGLASS: You would work with them?

SPAFFORD: I did some with Freeborn and with [James H.] Jim Corley who was the vice president for relations with the legislature, but not as much as I did with Mrak.

DOUGLASS: How was the office set up that year when Dr. Mrak became chancellor?

SPAFFORD: Well, I don't know. Everett Carter was named vice chancellor for academic affairs, and that's about all I can remember. We had to add some more folks. He brought Mahlon Cook in for vice chancellor for business, but I don't remember what date that was. [Robert] Bob Downie was there for business affairs. So we had a staff in the business side as well as academic affairs.

DOUGLASS: Did Dr. Mrak bring these people in his first year?

SPAFFORD: Yes.

DOUGLASS: This is different in comparison to the way Dr. Freeborn had the office set up then?

SPAFFORD: Yes, because Freeborn inherited Ira Smith, and then when Ira Smith retired Cecil Norris headed the business side. Mahlon Cook was the accounting officer. So those people were there. Bob Downie was working in the food service, and Emil brought him over into the business side of the chancellor's office.

DOUGLASS: Was your job title as administrative assistant a new job title?

SPAFFORD: I guess so.

DOUGLASS: You were the only one with that job title at the time?

SPAFFORD: Yes.

DOUGLASS: What was the first item that was really pressing that particular year?

SPAFFORD: We were faced with big growth--the whole university was, the whole state. So growth was an overriding thing for most of Mrak's tenure. We doubled from 2,000 students to 4,000 students one year. I mean, it was big, big-time growth. So just assimilating the faculty and students and everything was a real chore.

Mrak was a doer. I mean, he enjoyed life. He was curious, energetic. He was quite a different personality than Freeborn, but I loved them both. You know, he'd yell at people, but he didn't mean it to hurt anybody. So, it was a fun time, but, you know, it was chaotic.

We had a big building program going to try to keep up, but never did keep up. Then Everett Carter left and went to the universitywide office, so Emil had [Vernon] Vern Cheadle in as vice chancellor of

academic affairs. Then he went to be chancellor at Santa Barbara and then Chet McCorkle became vice chancellor of academic affairs.

DOUGLASS: You mentioned the building program and that the main issues were growth and enrollment. Were you getting involved with the building program at this point early on?

SPAFFORD: Well, yes, because I was helping with the Building and Campus Development Committee which was the committee that Kerr had set up for each campus, a process for each campus to ensure that there was faculty and staff involvement.

DOUGLASS: Do you know when that started?

SPAFFORD: No, I don't, but I would say probably '61, '62, along in there.

DOUGLASS: How did you get assigned to that?

SPAFFORD: Mrak just did it. The architects and engineers were handled from Berkeley by the Office of the President, and so the local campus architects and engineers really reported to them. Then that was changed with Kerr. The local architects and engineers then reported to the chancellor.

DOUGLASS: Who was on the Building Committee, or what types of individuals?

SPAFFORD: Well, Vigfus [S.] Asmundson from avian science was a faculty member, and [Luther Dent] L. D. Davis from pomology, and later on Paul [K.] Stumpf from biochemistry. Those are the ones who come to

my mind at the moment. I'd have to look at the old records. But there were a number of really good faculty members.

DOUGLASS: How would the committee function in terms of the structure and who it was reporting to?

SPAFFORD: It was advisory to the chancellor, and the chancellor was the chair, in accord with Kerr's directives. So we would bring the program and the preliminary plans and the architectural renderings to the committee, all those things.

DOUGLASS: What was your specific role within the committee?

SPAFFORD: To get the meetings held and make the preparations for it. One of the things it needed to review were preliminary plans because we had to send these to the regents for approval. They had to be shown and approved by the Campus Development Committee first.

DOUGLASS: You mentioned the building program never caught up with the growth. I'm trying to think how the academic phase related to that. The Building Committee then was involved in helping Dr. Mrak develop a program?

SPAFFORD: Right. Well, Chet McCorkle got some folks in, Oscar [G.] Bacon from entomology and John [R.] Goss from ag engineering, to do some academic planning. They looked at what we needed in the way of faculty members to handle student numbers and also to have the right mass of academic coverage of a discipline. So they looked at what

Berkeley had and what UCLA had at different stages of their enrollment. They looked out to see you didn't get unwieldy size departments, but yet large enough to have good academic strength. So, they came up with the numbers and disciplines and then we worked out a space program for their need. There were standards that were used by the university and accepted by the state--so many square feet per faculty member, etc., etc. So we worked it out that way.

DOUGLASS: Was that the main way that you balanced the needs or demands of different departments?

SPAFFORD: Well, at least we knew where we were short, and then you would aggregate these needs into a physical science building, a biological sciences building, or whatever. Then you could get that information to architects to come up with a building.

DOUGLASS: What was the philosophical thought or approach behind balancing the campus in terms of the physical growth? You had all these students and enrollment, and you also had a history of the campus that's agricultural-based and had a lot of open area.

SPAFFORD: Well, we tried not to urbanize it. We don't have really tall buildings. We tried to keep some open space. You need to go up so you have some open space and so you don't have to go five miles between classes. There was a balance of that, and I think the campus has resisted infilling, urbanization kind of a thing, over time.

DOUGLASS: Was that a conscious effort from the beginning?

SPAFFORD: I think it was a conscious effort by the participants in the planning process. In fact, we kind of stalled in the later part of [Chancellor James H.] Jim Meyer's era on the revision of the long-range development plan because of the people that we hired. Either we hired the wrong people or we weren't good clients, I'm not sure which. We just did not want to accept what they recommended to us on infilling.

DOUGLASS: That was 1987 or 1986, I believe.

SPAFFORD: Yes, '85.

DOUGLASS: Back to the long-range development plan which came out in 1963. Obviously, that was being worked on for a while prior to that.

SPAFFORD: Correct.

DOUGLASS: How did the Building Committee fit in in the development of that?

SPAFFORD: Well, everything went to them--the Building and Campus Development Committee. Then there were building committees for each project. For example [William H.] Harry Lange [Jr.] was one Building Committee chair. He was chair of what turned out to be Briggs Hall committee.

DOUGLASS: Were you involved with other committees that related to the buildings?

SPAFFORD: Well, I helped out the building committees. I kind of backed into the thing; the fellow that was the educational facilities planner had sort of

a nervous breakdown, so I filled in for him and that's how I got involved more in the capital program. And then Mrak and Chet McCorkle thought we should get physical plant and architectural engineers closer together so they gave me those line functions.

DOUGLASS: When was that?

SPAFFORD: I don't remember the date. It would have been the late sixties.

DOUGLASS: Was that when your job title changed?

SPAFFORD: Probably. Yes. [Inaudible]

DOUGLASS: Why did they decide to give you that line of command?

SPAFFORD: I guess because I had been involved in the building program planning. And I had been working with that particular area.

DOUGLASS: You had developed a particular expertise then in a way?

SPAFFORD: In a way. [Laughter]

DOUGLASS: [Laughter] Were there any other components that you could describe about developing a long-range development plan?

SPAFFORD: Everett Carter was involved in doing some of the writing of the philosophy.

DOUGLASS: He was vice chancellor . . .

SPAFFORD: . . . For academic affairs. Gardner [A.] Dailey's firm was the outside architectural firm that did the architectural planning for it. We had a lot of meetings on that, just lots of push and pull.

DOUGLASS: Was this the Building and Campus Development Committee specifically?

SPAFFORD: Yes.

DOUGLASS: What were the disagreements?

SPAFFORD: I really don't remember. I think it was how far we could spread out and what the groupings of disciplines should be. You know, you can argue forever about how you should group the disciplines. I think that was a lot of the discussion.

DOUGLASS: Do you mean in terms of what was . . .

SPAFFORD: . . . Should you have physical sciences separate or integrated with mathematics or chemistry or whatever, you know, just how you should organize groups to interact.

DOUGLASS: Back to the issue of the agricultural education component, and the practical component of that, what was the thought behind keeping that integral to the campus and dealing with this issue of huge growth?

SPAFFORD: Well, I guess I'm not quite sure of what you mean by ag education except. . . .

DOUGLASS: I'm thinking of, to be specific, now on the campus where the hogs are located. It does tie . . .

SPAFFORD: . . . When the "new" dairy barn was placed where it is now. That was way out. I mean the animal science people thought that was the end of the earth and now it's central campus. I guess there are some

people that feel it's nostalgic and neat to have the hog barn. I think the main thing is it just never got funded because the new requirements for waste disposal, water disposal, and everything are very expensive when you move it out away from where you have sewer lines. I think that this was more of a fiscal accident than anything. Although some people, I think, like to have the remnants of the animal pens close in so people can trip over them and see them. I don't think it has any academic meaning at all really but I know that the dairy barn is visited by a lot of children.

[End Tape 1, Side B]

[Begin Tape 2, Side A]

DOUGLASS: Perhaps another question that ties in with this is how did the amount of available land fit into how you were planning things?

SPAFFORD: Well, the land purchases. The Campbell tract, which is the land immediately west of [State Highway] 113 now, was acquired, I guess, during Freeborn's time. I don't know. It was early. That was acquired by the university early, and that was before 113 continued on through the campus.

Then the tract called the Straylock area or [C. Harold] Hopkins tract, which is where the airport is and all that, was acquired during Freeborn's time. No, 1948 comes to my mind. So it was pretty early also. It was actually acquired from Harold Hopkins before the

Campbell tract. The Campbell tract was acquired to make it contiguous. I guess Hopkins had to sell it because of poor health, but I don't remember the date. I think the airport was built in '48, and then the university acquired it after the airport was built. I don't remember the dates.

Mrak wanted to acquire more land, and so we bought the land west of the airport during Mrak's time. Then the Primate Center [National Center for Primate Biology], and the land with that, came during Mrak's time because of a National Institutes of Health grant. We acquired the balance of that parcel with what's called fair and exposition funds which used to be the money that came from a split on a horse race--betting money--and the College of Ag was a beneficiary of that. It was part of the legislation in '33 when they legalized horse racing. So Cal Poly [California State Polytechnic University] and Davis benefitted from that until Goodwin [J.] Knight became governor and he canceled all that out. It was probably the right thing to do. Anyway, there was still some fair and exposition money that was available. That was how the university acquired that land.

Then we acquired some additional land south of the freeway, where plant pathology and viticulture were located as well as Veterinary Medicine.

DOUGLASS: You already had some chunks of land available that had been purchased prior to actually developing the long-range development plan then?

SPAFFORD: Yes. One of the big things was, where were the freeways going to go and what were they going to be like? We didn't win on that. We had hoped to have Interstate 80 in a depression rather than raised. We didn't win on that one.

DOUGLASS: I did see some plans, and now I can't remember if it was connected with the long-range development plan or not, that showed some buildings on what is now the other side of Interstate 80. Was the plan, or hope, that I-80 would not cut off that section?

SPAFFORD: Right. But it's a tough area because you've got the railroad and the creek and then you've got 113 coming in from the north, so it's a tough thing. It was a difficult thing to align. We ended up with what we have rather than having everything in a slot which reduces the noise when it's depressed.

DOUGLASS: You mentioned that your responsibilities moved towards working with the building program, and then that you were also still working with alumni relations and community/government relations.

SPAFFORD: Right.

DOUGLASS: What were you doing specifically in terms of alumni relations?

SPAFFORD: Oh, just going to their board meetings and helping them get chapters started, take faculty members to be speakers at various chapter meetings, that kind of thing.

DOUGLASS: How active were they at that point?

SPAFFORD: Well, they were pretty good. There was a group in [Los Angeles] L.A. and Stockton area. San Joaquin County had the most active one. Bay Area now and then, Santa Rose area, Bakersfield.

DOUGLASS: Would you travel to where the chapters were?

SPAFFORD: Yes.

DOUGLASS: What would you do?

SPAFFORD: I'd take the speaker and meet with them. We'd have a dinner meeting. The board met about four times a year.

DOUGLASS: Then you also said community and government relations. What were you doing in that area?

SPAFFORD: Well, I'd meet with the city manager to discuss anything of mutual interest.

DOUGLASS: How often would you meet?

SPAFFORD: It was really very casual at that time. I was on the board of the Chamber of Commerce. I'd also get in touch with how they felt.

DOUGLASS: Can you think of an example of an issue that you had to deal with?

SPAFFORD: No, I can't, but I know that the Chamber of Commerce of the city talked about industrial development and how the university could help in that with the expertise that they had in a number of areas.

DOUGLASS: What do you mean by that, exactly?

SPAFFORD: Well, today it would be called biotechnology. At that time I think it was more food processing or engineering firms that interacted with our faculty and whether they had any interest in locating in Davis. But at that time the infrastructure and the planning of the city just wasn't as advanced as it is now. Firms couldn't locate easily because they'd have to start from scratch and buy the land from a farmer or something.

DOUGLASS: I can remember one meeting, we went down to old city hall, the council chambers, and [Norman] Norm Woodbury was the mayor. The next day Woodbury told me, "When Mrak sat down and put his feet up on the chalk rail of the blackboard, I knew who was in charge." [Laughter] But Emil was good at interacting with the people because he knew people that were heads of Borden's [Inc.] or Foremost [Dairies, Inc.] or a food freezing company. He just did a lot of interacting with industry as a food scientist. But we never latched onto any big one for Davis.

DOUGLASS: You said then that Dr. Mrak was meeting with city council members.

SPAFFORD: Now and then.

DOUGLASS: What were the situations when he would do that?

SPAFFORD: Like this industrial development thing. He would try to help them out.

He had them in probably twice a year, something like that.

DOUGLASS: Would you identify the issue?

SPAFFORD: It was really more just friend-raising than issues.

DOUGLASS: It was that informal, basically?

SPAFFORD: Yes. When we were doing the long-range development plan, why, we

worked with the city and identified Third Street as the mall, so that

their plan and our plan hooked up.

DOUGLASS: Were there any issues that were contentious?

SPAFFORD: Probably. There usually are.

DOUGLASS: Do you remember any?

SPAFFORD: I don't remember right at the moment, but there's always some

problem there. I guess the main thing was over apartments and how

they were going to be developed.

DOUGLASS: This was in the mid-sixties?

SPAFFORD: Yes. We really did pretty well. I know at one time city councilman

Howard Reese and developer Bob Powell and our housing officer, we

all went down to the HUD [Department of Housing and Urban

Development] office in San Francisco together. So I'd say it was

really pretty good cooperation. How many apartments should we

build, I think, was the big question.

DOUGLASS: This tied in, again, with student enrollment and the increases?

SPAFFORD: Yes. How much we should build on-campus and how much could be built off-campus. You know, it was always a real problem for both private firms to get funding and the university to get funding, so we always had a lag of a couple of years. The student enrollment would change in that time, so it was always a little "roller coastery" kind of thing.

DOUGLASS: Is this what you meant in terms of never being able to catch up with the building program?

SPAFFORD: Yes. I was really thinking more of the academic programs-- classrooms and labs and stuff. The student housing was often tight. There would be some years when there would be no vacancies, and then the federal government would change lending policies and everybody built everything, and then there would be vacancies. No matter how the university or the city planned, why, as I said, there was always a lag in the funding that was available. So, then everybody would do it all at once while the money was available. That's why I said it was a roller coaster kind of a thing.

DOUGLASS: What about the government relations portion of what you were doing?

SPAFFORD: Mrak enjoyed hosting groups of legislators or individuals for dinner and talk about the campus. He liked to do that. Maynard [A.]

Amerine, who was a noted wine expert, always helped him with some of those more formal ones that we'd have at the Sutter Club.

DOUGLASS: How would you be involved in that?

SPAFFORD: Just helping Emil with the list and the invitations and the logistics.

DOUGLASS: Who did you meet at that time?

SPAFFORD: Well, Jesse [M.] Unruh was one. Oh, gosh, I can't think. [Nicholas C.] Nick Petris, senator from Alameda County. A number of them.

DOUGLASS: How often would Dr. Mrak have these kinds of events?

SPAFFORD: I'd say two or three times a year.

DOUGLASS: How did that affect the relationship of the university, or particularly Davis, with government?

SPAFFORD: I think that Kerr felt that it was very beneficial because Emil didn't grind any Davis axes. It was friend-raising again and he told them what good things we were doing for the state. So, I think everybody considered it a positive thing. He would have individuals, too.

DOUGLASS: Over for dinner?

SPAFFORD: Yes. People like legislative analyst [A.] Alan Post as well. He felt it was important just to get to know people as people, and he'd have maybe an artist or something along to dinner as well.

DOUGLASS: Would the artist be from the campus?

SPAFFORD: Yes. Because he knew Alan Post and his wife were both artists, why, he would have an artist from the faculty there.

DOUGLASS: Would he have other faculty members there?

SPAFFORD: For other events, yes.

DOUGLASS: What about people within the chancellor's office? You were obviously having some kind of interaction. Were other members also involved?

SPAFFORD: Probably McCorkle. That's the only one who comes to my mind.

DOUGLASS: You said you had contact with offices in Sacramento. What would you do specifically?

SPAFFORD: Usually they would call and say, "Hey, we've got this problem." Maybe it was student admissions or a bill. [They would say], "What's your view on this bill?" We'd try to find out how a bill really impacted us.

DOUGLASS: But you were the liaison?

SPAFFORD: I was the liaison.

DOUGLASS: And then what would you do?

SPAFFORD: Get back to them with an answer.

DOUGLASS: You'd contact people on the campus to talk to?

SPAFFORD: Right. It might be the dean of the graduate division or admissions.

DOUGLASS: I realize that the campus was growing and affecting how things were working, but, again, what was a typical day like for you, especially in the early sixties, in terms of how you spent your time?

SPAFFORD: I can't remember. It was a wide variety of things.

DOUGLASS: Was there any particular breakdown or was it wherever it just arose?

SPAFFORD: You were just dealing with a whole variety of things. We had a small administrative staff and just everybody did all the things. There wasn't any turf battle over who would handle what. I know in one of your earlier questions you asked about the matrix management.¹ We really had that under Mrak too. We didn't know the term at that time. Everybody went to the person that had the answers or might have.

DOUGLASS: Was the committee structure then fairly well in place?

SPAFFORD: It started more towards the latter part of Mrak's term. It started really with some of the student turmoil. But the framework was in place.

DOUGLASS: You said the Building Committee came from UC.

SPAFFORD: Yes.

DOUGLASS: That type of thing.

SPAFFORD: Yes. The other committees came on later on.

DOUGLASS: So campus-initiated committees were later in the sixties.

SPAFFORD: Yes, that's my recollection.

DOUGLASS: I want to come back to that.

SPAFFORD: We had some student affairs committees, like student discipline. They were in place. They were in place when I came to the campus. I don't know when they started. So you had that for the dean of students-type people to use in their administration of justice.

¹Spafford is referring to the preliminary interview meeting when Douglass and Spafford met to discuss the project.

DOUGLASS: Your job title changed several times when you worked for Dr. Mrak.

One I know was in 1961 when it changed to executive assistant, and then in 1966, it became special assistant to the chancellor.

SPAFFORD: I don't remember the reasons.

DOUGLASS: I notice that in the organizational set-up in the chancellor's office there were several special assistants. What was the difference between the positions?

SPAFFORD: Who were the others, do you know?

DOUGLASS: One was John Hardie.

SPAFFORD: Oh, OK.

DOUGLASS: Another was Mortimer Starr, and then there was a third person, I've forgotten who.

SPAFFORD: Dale [R.] Lindsay?

DOUGLASS: Yes, that might be it. What were the differences between those positions?

SPAFFORD: Mort Starr was a professor of bacteriology, so he was working on government-funded research--grants. He was really the forerunner of the grants office. Dale Lindsay worked on the med [medical] school, health sciences staff development. John was working on public relations and then he got into alumni affairs and public ceremonies.

DOUGLASS: You each developed a specialization as things were growing, in order to deal with the growth of the campus, then?

SPAFFORD: Right.

DOUGLASS: I noticed that John Hardie was also a student body president. You were also Associated Student body president. Was there a link at all between students who had been involved in student government and getting involved in the administration?

SPAFFORD: Well, I think that probably [was] so. You get to know people and they get to know you, and so, yes.

DOUGLASS: Perhaps we could just get started on this, but you had several big projects you were involved in. One was the law school.

SPAFFORD: And the med school.

DOUGLASS: And the med school. Perhaps we could talk about the law school for now in terms of what you were involved in in helping to develop the school. You needed buildings, you needed places for students to meet.

SPAFFORD: Well, actually, that was the best Building Committee we ever had. It was Ed Barrett. [Laughter]

DOUGLASS: This was a committee . . .

SPAFFORD: . . . Law school. I don't know how Ed Barrett was enticed up here. I just don't recall that. But as I said, he had been a faculty assistant to Kerr, so I had met him that way through Gene Lee. He came up, and so he worked out the staffing patterns, and then I helped him from there on doing what's called the project planning guide, which is the space needs for different kinds of activities. Gardner Dailey's firm

was the architect on it, and it turned out to be a nice, warm, homey building. I really only dealt with Ed on the building side. I didn't do any of the academic planning. We had what we called "Mrak shacks." We searched for ways to handle the space needs. We were allowed to use operating fund money to rent buildings. You couldn't buy them but you could rent them. So we rented those temporary buildings and called them Mrak shacks. Mrak didn't mind them being called that because he felt that even though they were aesthetically unpleasant, they were taking care of an academic program that we had. Both the law school dean and the med school dean started in those facilities.

DOUGLASS: How were you involved in getting money for permanent structures?

SPAFFORD: We went through the regular capital outlay program requests through the university and through the legislature and the governor.

DOUGLASS: Was that a normal procedure to get the school going really before you had funding for buildings?

SPAFFORD: You needed to have an academic plan before you got the building, yes.

DOUGLASS: But in the meantime you found some temporary structures to get things going.

SPAFFORD: Yes. See, we didn't take a class of students until we got the building.

DOUGLASS: Floyd Feeney was also there in the temporary building. I don't

STAFFORD: remember how many classes we had. Not very many. It was geared to the opening of the school.

DOUGLASS: Besides developing the medical school, were there any other big building projects that you were involved in?

SPAFFORD: Well, the Veterinary Medicine teaching hospital snuck in under the wire before the feds cut off all that money, and that was a pretty big project. Briggs Hall was a big project too at that time. Balner Hall and chemistry and physical sciences, the library, the physics-geology building, Hutchison, and Storer Hall and all of that was really in a short period of time. We started with Voorhies Hall in about '52, and then we did music, drama, art, and Mrak Hall and the law school all were done by Gardner Dailey's firm.

DOUGLASS: It must have kept you busy.

SPAFFORD: Yes.

DOUGLASS: You were devoting a lot of time then to building programs. How closely would you work with Dr. Mrak?

SPAFFORD: Very close.

DOUGLASS: Did you meet with him every day?

SPAFFORD: Yes. We'd go together to Berkeley and to regents' meetings on other campuses.

DOUGLASS: How well did you know him before he actually became chancellor?

SPAFFORD: I didn't know him at all. I had met with him a few times because he was chair of the food science department and we would take some visitors there. But really knowing him, I didn't. He was a great guy. He really had vision. Like the arboretum. Recently I was chatting with Rolf [Y.] Berg, who is a visiting professor here from Oslo, and Rolf was the first director of the arboretum. We were both chatting about how Emil Mrak had looked at this barren area and envisioned an arboretum. We both said he deserves the credit for it because he had vision. He was just an exuberant guy.

DOUGLASS: Maybe this would be a good time to stop, and we could come back and talk about the medical school and student activism and that transition period. Is there anything you can think of we should maybe talk about specifically?

SPAFFORD: No.

DOUGLASS: OK. We'll stop at this point.

[End Tape 2, Side A]

[Session 2, June 1, 1993]

[Begin Tape 3, Side A]

SPAFFORD: While I was between lunch and your coming, why, I jotted down a few things that I thought I wanted to cover.

DOUGLASS: I was going to begin by asking you if there was anything you would like to add from when we met last?

SPAFFORD: Well, one thing that was a side issue but kind of interesting that had to do with Mrak. Somebody cut down one of the fig trees which is by the Olson Hall courtyard; that was really an old tree from Jerome [C.] Davis days before the university got the property. Anyway, it turned out that Mrak immediately initiated a policy that before any trees could be cut down on campus they had to get his clearance. That sort of changed, and then I was sort of the one that had to decide whether it should be cut down or not, or consult with Emil.

DOUGLASS: How did you decide which to preserve?

SPAFFORD: The kind of tree and its condition, where it was located, whether it had historic or botanical significance. Then when Jim Meyer came in,

why, every Sunday, he and his wife would bicycle around the farm, and I'd get a Monday morning report on what needed to be done. That was good. I used to do the same thing. When I'd walk around campus why I'd have my three-by-five cards and jot down what needed to be done with buildings or trees. That was kind of a fun thing.

DOUGLASS: Do you remember when that happened with the fig tree and Dr. Mrak?

SPAFFORD: No, I don't know. It would have been fairly early in his administration because [L.] Terry Suber was the head of the physical plant, including grounds. Somebody just made the decision the tree was in bad shape and they'd cut it down, not realizing it had historic connotations.

DOUGLASS: I would like to come back to that later. I have some general questions about planning and the physical environment of the campus and its importance. That would be a nice tie-in, I think, to discuss that. You just mentioned to me that you wanted to talk about advisory committees.

SPAFFORD: Yes. I didn't recall how much we got into that last time. We had advisory committees because when I was a student in the 1950, '52, '53 era, why, I served on the Memorial Union Building Committee, was one of two students on that. Pat Kelly was the other one. So there were students involved even during Freeborn's administration.

Then during Mrak's administration additional advisory committees were established with students, staff, faculty and administrators on it. Then during Meyer's tenure, why, this system became more formalized, and there were more committees, more advisory committees and work groups, and they had a Committee on Committees and reports, so it was much more formalized and broader-based.

DOUGLASS: How useful do you think that method was?

SPAFFORD: Oh, I think it was very useful, both the grassroots information feeding up and the information flowing back and giving people an opportunity to participate. They feel better and more involved, and have more loyalty to the place. So, I think it's a very good idea.

DOUGLASS: Is there any one advisory committee that stands out to you?

SPAFFORD: No, but the ones that I worked with, the building and campus development and the various building committees, are the ones I knew the most about.

DOUGLASS: That had students on it, too?

SPAFFORD: Yes, it had students from the very beginning.

DOUGLASS: That's interesting.

SPAFFORD: Yes, and some remained friends over the years.

DOUGLASS: It sounds like it was a good experience for the students, too.

SPAFFORD: Yes. We usually didn't have students on a lot of the building committees. That's the committee that works on the particular building. If it was a student building then obviously there were a number of students on it.

DOUGLASS: When you say a student building, what does that mean?

SPAFFORD: Like the Memorial Union. But for an academic building like Chemistry, I don't know whether we had students on it or not.

DOUGLASS: Was there anything else that you can think of that you wanted to mention now?

SPAFFORD: We had student assistants to the chancellor, and I don't know the year that they started, but they were very helpful. Oh, I did tell you that during one of the Vietnam-era rallies, why, [Daniel] Dan d'Agostini took me to a rally, and I got candle wax on the front of my new coat. Anyway, Dan d'Agostini was one. [Herbert I.] Bert Levy, he just now became a superior court judge in Fresno, was one. Reno Cruz was another. There were a lot of really good people.

DOUGLASS: How would you interact with the student assistants?

SPAFFORD: Well, they really were housed with the vice chancellor of student affairs, but they would come to me with the things that they had picked up from students, and then I would go and ask them questions about, "Hey, should we do this or not do this?" So, it was good. They were good links.

DOUGLASS: I want to ask you a few questions still about the Mrak period, and probably we'll come back to some of these things when we get to Dr. Meyer. You also mentioned to me, in between the two sessions, that you wanted to clarify your role when you worked with Dr. Freeborn regarding the residence halls.

SPAFFORD: Right. Yes. I said that I ensured that they had activities and parties and so forth, but I worked with the students so that they developed the programs; I didn't do it myself. I helped them get organized and get the resources and contacts that they needed to do that.

DOUGLASS: Would they approach you with an idea and then you would help them implement it?

SPAFFORD: Yes, I met with them a lot.

DOUGLASS: When we ended last time you mentioned that besides the law school and the School of Medicine there were a number of building projects that were in development during the 1960s. One was the Veterinary Medicine teaching hospital.

SPAFFORD: Right.

DOUGLASS: You mentioned that there was an issue over federal funds. What was involved in planning and getting that going?

SPAFFORD: On that one the grant application took a lot of effort by several of the faculty in Veterinary Medicine. It's a big building, it's a complex building, and some of the facilities [that] were built at the same time

are in the area south of the highway, some of the animal facilities. So you have to give credit to several of the faculty members that put together the grant application.

DOUGLASS: Who was that, do you remember?

SPAFFORD: Well, if you just wait a second, I can get it.

DOUGLASS: Sure. [Brief pause. Spafford is asking his wife.] Blaine McGowan [Jr.] was the leader of that. I don't remember who else helped him, but they did a good job. That was more complicated although we had federal grants for a lot of buildings in that period. That one was more heavily funded by the federal government rather than state government. On some of the others, like Briggs Hall or Hutchison Hall, which are science buildings, why, we had grant applications into the National Institutes of Health and several others--National Science Foundation and some from the Department of Education. Anyway, they were limited, more limited than the Veterinary Medicine, on the number of square feet and the percent that they could participate. Anyway, they got some federal money in several buildings along in there.

DOUGLASS: In the previous session you quickly listed names of buildings, including Recreation Hall, Bainer Hall, Chemistry, Physical Science, the library, Physics and Geology, Hutchison and Storer Hall, all being built in a short time because you were dealing with this expansion of

the campus. Could you describe what the typical process was in terms of how you went about determining what you needed, and then once you decided what you did?

SPAFFORD: There's a whole set of standards for each discipline, such as the number of square feet per faculty member and the number of students involved. So the education facility planners, a person like [Robert E.] Bob Halferty, would be able to work up the program based on the academic plan. There's an academic plan for the number of faculty to be in that department. So, then these standards come up with the square footage for lab space and office and service and so forth.

DOUGLASS: You would look at all those things first?

SPAFFORD: Right. So the data, the statistical part, was done by a staff person like Bob Halferty. Then the Building Committee, which is chancellor-appointed, would talk about the orientation, the grouping, what was the best way to have the department interact. Then that report would come through the Building and Campus Development Committee on its way to the chancellor. We would talk about access--bicycle and pedestrian access--and the height of the building and relationship to existing buildings and future buildings.

Then we had to go to the Office of the President and convince him this was a high priority and something they should get into the university's capital budget, which went to the state. Then we would

DOUGLASS: have a visit by the representatives of the Department of Finance and Legislative Analyst's Office, and we'd have to arm-wrestle them verbally over their various projects.

SPAFFORD: Then we usually got the funding for it in two or three steps: the preliminary planning, the working drawings, and then construction. Then there would be an equipment budget also. So, you're talking about five years from the start of planning to occupancy of a building.

DOUGLASS: How difficult was it to convince the legislative members that you needed a building?

SPAFFORD: We didn't meet with the legislature, except we attended the committee hearings. Usually if you'd gotten some agreement with the Department of Finance representatives and the legislative analysts, the committee would go along with it. It's only when you had one of them--and it was usually the Legislative Analyst's Office--disagreeing with some aspect of it, that you had to make the case. That was done jointly with the Office of the President, because they actually represented the university as a whole at the sessions. There's a committee in the [California] assembly and a committee in the senate that had to approve these, and if they approved it, it was generally accepted by the assembly as a whole and the senate as a whole. So, it was the committee process you had to get through.

DOUGLASS: Did that process pretty much stay the same all the way through the time you worked?

SPAFFORD: Well, the process did. The faces changed in the Capitol. Some changed in the Office of the President, too. But the process was the same.

DOUGLASS: We've been talking about the mid-to- late sixties and in 1968 Chancellor Mrak announced his retirement. You pointed out to me, when we were talking before the first session, that Dr. Mrak had to retire due to the mandatory retirement age.

SPAFFORD: Of sixty-seven.

DOUGLASS: How do you think he felt about retiring?

SPAFFORD: Well, I guess that he had some concerns about his finances, but as far as his time, he was on a number of committees of health and food safety for industry and the National Institutes of Health, and he had some advisory work with companies like Nestle Corporation. He was on a special committee for the food safety for the state. So he, fortunately, was kept very busy. I think he was just a little concerned about he and his wife's long-term financial picture, but Chet McCorkle helped them see that that was going to be all right. I think he just acknowledged the fact that he had to retire at sixty-seven and worked accordingly. He didn't have any problems that I could see.

DOUGLASS: It sounds like he was very busy. In the several years before he actually retired, student activism against the Vietnam War was occurring at other campuses and was beginning to manifest itself at the UC Davis campus. What do you remember about that in that period?

SPAFFORD: Well, the thing that I remember is that I was always amazed that they thought that the university administration could stop the war. You know, to me it was hard to accept the fact that they were trying to close down the administrative offices of the university as a way to show their displeasure with the war. It didn't make sense to me. It still doesn't. They were picketing the wrong place. I just could never understand the logic of that.

DOUGLASS: What was the reaction of Chancellor Mrak and his office towards student activism?

SPAFFORD: We just tried to explain to them, "Hey, you're talking to the wrong folks. We're not making national policy here." Both Emil Mrak and Jim Meyer and their folks tried to meet with the students and talk with them and get them to steady things. But some groups really were more interested in just being on the front page of the paper. We always knew when there was going to be a rally when the TV people came first. They were always notified before any rally came.

DOUGLASS: Interesting. On March 21, 1969, the regents appointed Dr. Meyer the chancellor-designate. Dr. Meyer immediately began having to deal with student protests, because this was going on in the middle of . . .

SPAFFORD: . . . Hit the new guy . . .

DOUGLASS: Right. What do you remember about that specific period, if anything, before Dr. Meyer actually became chancellor?

SPAFFORD: I can remember the students coming down the mall from the quad, and Jim had to go out and meet them. The quote that I remember is he said, "I'm with you." That ticked off Governor [Ronald] Reagan, but, of course, Reagan didn't have to stand out there.

DOUGLASS: What did you think of what Dr. Meyer had done?

SPAFFORD: I thought it was fine. He wasn't in a win-win situation at all; he was in a lose-lose situation no matter what he did. So, he just had to meet with them.

DOUGLASS: In May there were the People's Park disturbances in Berkeley, and that's what triggered a lot of protests on a number of campuses. Dr. Meyer, as well as Chancellor Mrak, issued a response asking to remove the National Guard, and then Dr. Meyer also sent a wire to the UCB [University of California, Berkeley] chancellor, to President [Charles] Hitch, to Regent De Witt [A.] Higgs, and then also to Governor Reagan. Reagan expressed displeasure with that as well. In

fact, he was quoted as saying he found the remark "sickening." What did you think of what Governor Reagan was saying about Dr. Meyer?

SPAFFORD: Well, I'm a little prejudiced. I didn't think that Reagan was really listening to the students. He just was coming from a different place than I was, even though I've been a Republican longer than Ronald Reagan has. I just discounted that.

I can remember that our own students were concerned about activists interrupting their education and blockading buildings or something like that. I know that they were concerned about their place not being wrecked by outsiders and some of these student leaders, including the student body presidents, were more concerned about that than getting in the newspapers.

DOUGLASS: Who did they consider to be the outsiders?

SPAFFORD: People from other campuses or just non-students that wanted to use the campus as a soapbox.

DOUGLASS: How often was that occurring?

SPAFFORD: Well, I don't know. You'd get people coming up from Berkeley to speak on the quad, and there were some potential threats against the ROTC office in Hickey Gym. We had to have some special protection for that for quite a while. I can't remember what the episodes were, but I know we had a few tense evenings of people coming by there.

DOUGLASS: The actual student protesting continued into the early years of Dr. Meyer's chancellorship. On a practical level, how were you involved in dealing with student activism?

SPAFFORD: Oh, just up at the office when they would come up to sit-in. They usually used my office as the headquarters for security because it was in a good spot. It was just two doors down from the chancellor's office and looked out to the north.

DOUGLASS: This is fifth floor Mrak Hall you're talking about?

SPAFFORD: Yes. So, I got to know the police department pretty well.

DOUGLASS: How did you feel about that going on?

SPAFFORD: As I say, it was just such a waste of energy and effort and resources to have to deal with, oh, usually twenty-five to fifty people who just wanted to show their way. As I say, to me it was just the wrong setting.

DOUGLASS: Did it affect you in terms of any destruction to buildings?

SPAFFORD: Well, there wasn't too much of that. There was some spray-painting, and we got rid of that quickly. That was about all. As I said, I can't remember the threat to the ROTC, whether it was a fire bomb or something like that. That was the only real problem we had. But we had to talk with the custodians, who were the people in the buildings at night, about what they should and shouldn't expect.

DOUGLASS: How long did that go on for?

SPAFFORD: Oh, probably a year, maybe a couple. I don't remember. To me, it was exasperating to have this attention being devoted to something that we couldn't control at all, instead of something we could, helping in the educational program. We believed that they needed to go and talk to the people in the federal buildings where national policy is made.

DOUGLASS: Is there anything else you want to add?

SPAFFORD: No. It's kind of funny how you just forget all those tiring days.

DOUGLASS: They were tiring? Is that what you said?

SPAFFORD: Sure. They were long and you couldn't do what you needed to do.

DOUGLASS: It interfered, basically, more than anything else?

SPAFFORD: Yes, yes.

DOUGLASS: In those early years when Dr. Meyer took over the Office of the Chancellor, how did the chancellor's office change from the time when Dr. Mrak was there?

SPAFFORD: Well, I think I talked with you a minute about this before. Jim [Meyer] got an executive vice chancellor. Before, Chet McCorkle filled that role with Mrak, but it was more on the academic vice chancellor role rather than the executive vice chancellor role.

DOUGLASS: Right. His official title was vice chancellor of academic affairs. What was he doing that was similar to what Dr. Mrak was . . .

SPAFFORD: . . . When Mrak would be gone he acted in the chancellor's place.

Probably the major change was that Jim appointed Elmer Learn as the executive vice chancellor. Lorena Herrig became more involved in setting up all the committees and the agenda for the deans, and that kind of thing then. Her role was probably more specific and stronger as executive assistant to the chancellor.

DOUGLASS: Were those the two main changes?

SPAFFORD: I would think so, yes.

DOUGLASS: At that time your title was assistant chancellor of physical construction and maintenance. Was there any change in your job responsibilities due to the change in administration?

SPAFFORD: Just the things that Lorena took over, the council of deans and council of vice chancellors'. She took those. Jim got me more involved in the liaison with the community. He just really didn't care to do that as much as Mrak did. Although I was doing it before, Mrak participated somewhat more in that than Jim Meyer did.

DOUGLASS: When you say the community, do you mean the city of Davis specifically?

SPAFFORD: Davis and the region--the Sacramento area, too. Jim had me continue with the Sacramento relations. Also, Mrak was more involved in that than Jim wanted to be.

DOUGLASS: Why do you think he didn't want to be as involved in that?

SPAFFORD: It just wasn't his thing. Some people like to interact with them and others get tired of all the gamesmanship. Emil had always been interested in that, even before. It was fine with him. He tended to enjoy it.

DOUGLASS: Could you describe what that meant in terms of your being more involved in community relations?

SPAFFORD: No, I probably can't. It's just that I knew that I was going to have to be there and that Jim probably would not want to be involved in it. We got Jim involved when we had to, and he would go to the assembly and the senate committees and state his case. I remember going on the library, because that was a big crunch issue for us.

DOUGLASS: Could you describe what the process was in that specific issue?

SPAFFORD: We got to the committee meeting without the agreement of the legislative analysts. They were still what I call foot-dragging and not being realistic.

DOUGLASS: Was this to expand the library?

SPAFFORD: Yes, what was just finished a couple of years ago. That started a long time ago.

DOUGLASS: You're talking about then really the expansion--a new wing for the library. Is that how you would describe it?

SPAFFORD: Right. The west area. We spent ten years trying to get that going, and the legislative analysts just wanted another study made.

DOUGLASS: Would this be the early eighties when you were working on this?

SPAFFORD: Right. Jim had to go on that. So when we needed really the big guns, why, we'd get Jim to go, and he would have Assemblyman [Thomas] Tom Hannigan, and somebody like that, over for lunch or dinner beforehand.

DOUGLASS: He was a senator?

SPAFFORD: Assemblyman. Still is. Jim just didn't care for that interaction. He and I have made a number of trips to the capitol offices though . . .

[End Tape 3, Side A]

[Begin Tape 3, Side B]

SPAFFORD: But Jim was a good soldier. When the president, Charlie Hitch, would say, "Hey, we need to get legislative support for our operating budget," or something like that, why, Jim would do it. But it's not fun, because they always tell you what they think is wrong with the university, and they can be pretty arrogant, a lot of them. Some of them were really great people. [Albert S.] Al Rodda was a good friend of both Mrak's and Jim Meyer. He was a state senator, helped a whole lot with the establishment of the med school.

DOUGLASS: That's right. He's also a professor at [California State University, Sacramento] Sacramento State.

SPAFFORD: [Sacramento City College] City.

DOUGLASS: You described what your liaison role was under the time of Dr. Mrak, and you said that you got more involved with that and then would bring Dr. Meyer in when you really needed him . . .

SPAFFORD: . . . Probably the system within the university changed, about when Jim came in, on review of legislative bills, because I don't remember that under Dr. Mrak.

DOUGLASS: Could you describe what you would do?

SPAFFORD: I would get a call or get a letter with a bill from our Sacramento office, and then I would determine who was the most likely, or one or two people on the campus, that could help us establish the campus viewpoint. [Douglas L.] Doug Minnis responded a number of times on bills affecting education and teacher training, [Allen G.] Jerry Marr a lot on science matters. Sometimes Veterinary Medicine would be involved. So it was just getting our view back to them.

DOUGLASS: What would be involved in dealing with the city of Davis? Would you try to target areas that you thought were potential issues with the city or wait till they came up?

SPAFFORD: Oh, I really tried. . . . I would chat with Howard Reese, who was the city manager for most of that time--[C. Walter] Walt Birkelo before--about what we had coming up. They always needed to know what our student projections were for their physical planning process. Then we tried to always get the city fire department and police departments and

the university's fire department and police departments going together, and then they worked pretty much by themselves. We ended up with a good relationship with both of those units.

DOUGLASS: How often would you interact, for example, with Howard Reese?

SPAFFORD: A couple of times a month, anyway. Sometimes just a phone call, sometimes a meeting. I remember one of the more recent ones was on the ambulance service and fire service. We also had a lot of sessions on child care because it worked out that the city was the applicant, although we put up some of the matching money.

DOUGLASS: Was this to provide child care for students on-campus?

SPAFFORD: Not on-campus, but off-campus. They had a good set-up there so that it worked out really well. Fred Costello, who was in the housing office, ended up being probably their best resource for number of apartments and that kind of thing that needed to be built over time. Fred also worked with a student group early on that had a model lease that really turned out to be a very good thing to at least limit the number of potential lawsuits and disagreements between renters and landlords.

DOUGLASS: Would it be accurate, then, to describe your role basically as being in touch with these various groups and finding out what was going on and then communicating with appropriate persons?

SPAFFORD: Yes. I'm sorry that I don't remember the woman's name [Donita Stromgren] in the child care services. She was really good. She would call me, and we had to meet twice a year, at least, to get ready for the following year, and then in between times.

DOUGLASS: Was she a campus person?

SPAFFORD: No, she was a city person.

DOUGLASS: I might be able to track down her name.

SPAFFORD: She was just really great. Fred Costello could tell you.

DOUGLASS: Is there anything you want to add about your role changing or anything in terms of the governmental relations?

SPAFFORD: I used to go to the city council meetings a lot, but then the composition changed and I was more of a lightning rod rather than a source of information. I got more political remarks directed at me during the meeting. So, it just didn't work out to continue to attend council meetings.

DOUGLASS: That was by council members who were doing that?

SPAFFORD: Yes. It just wasn't a good process, so I would just meet with the city manager. From time to time, though, we would have meetings with two of the city council persons at a time, because they can't have a majority meet under the Brown Act.

DOUGLASS: Would you be meeting to discuss a specific issue?

SPAFFORD: Yes.

DOUGLASS: When did that transition occur, do you think?

SPAFFORD: Well, I don't know for sure.

DOUGLASS: Or ball park.

SPAFFORD: Probably the mid-seventies.

DOUGLASS: Prior to that, then, you would go and basically be there to observe what their agendas were?

SPAFFORD: Yes, and I went to the planning commission, too, just to see where they were headed.

DOUGLASS: Would you report directly to Dr. Meyer if there were any issues you thought he should know about?

SPAFFORD: Yes.

DOUGLASS: Anything else you can think of at the moment?

SPAFFORD: No. You know, it's kind of funny. It's hard to describe a process like that. But I would get calls from individuals, sometimes a council person. I met with Dave Pelz a lot, who was director of public works, and we had a good relationship with him. Then we had to be a party to the Unitrans, you know, which was the student bus line, and that certainly affected the city. The city again was actually the applicant because it worked best under the grant process for a lot of the Unitrans funding from the federal government for equipment and things like that. So, we had a good relationship.

I don't remember whether I told you, on low-income housing, why, a developer and Howard Reese and a student and Fred Costello and I went down to the regional Housing and Urban Development office in San Francisco. Again, the city was the applicant and we were providing. . . . I don't even think we had to provide any matching funds then. I think we just gave information. So, wherever it worked best, why, that's the way we did it.

DOUGLASS: In communicating and working with these various people and various government entities, how useful do you think it was that you had been with Davis for a long time?

SPAFFORD: Well, I guess it was useful that I had access to information that they needed. I knew who to go to. I think we were talking about the matrix system, which Jim Meyer had picked up in his many readings, and that's how I guess I just worked naturally. I'd go to the person that I thought would know, and if they didn't, why, I'd find the next person. That's what Jim Meyer wanted under this matrix method, was staff talking to staff, not having to go up in their pyramid and then down on the other one, but just go across to the people that had the information. I probably wasn't 100 percent right, but I knew enough people that I felt comfortable that I was going to the right people who had access to the information that was needed.

DOUGLASS: That method really was going on all along, basically?

SPAFFORD: Yes, and Jim Meyer made it clear that one of his principles was the matrix form, that, "Hey, interact with each other and do the job." instead of worrying about turf and empires.

DOUGLASS: I'll come back to matrix management. That's another one I want to come back to. I want to return to your responsibilities in the area of physical planning and construction. Just to start off, what activities do you remember being involved in in those early years?

SPAFFORD: Well, the Building and Campus Development Committee is where I first got started. I was named secretary of that when [Edward S.] Ed Rogers was ill. Then Bob Halferty was actually in the budget office. He was educational facilities planner. But he and I worked together directly in developing the project planning guides for the various buildings, even though he officially reported to [Robert W.] Bob Glock.

DOUGLASS: Was this during the time Dr. Meyer was chancellor?

SPAFFORD: That's both. Then just before Mrak retired, why, I was given the physical plant department as one of my line responsibilities, because Chet and Emil thought it would be good to get physical plant and architects and engineers in closer together in the planning process, especially. So, that was how I got physical plant under my line responsibility. But I had architects and engineers, and that had developed into a campus unit rather than having the Office of the

President do it all. Fortunately, I had good folks there too. [Clifford C.] Cliff Jay was campus architect for a long time. When he retired and left the campus, why, we got [Louis G.] Lou Weiss to be the head of the office. They were both very capable people. You know, there's so many forces at work. You get a project planning guide, and a Building Committee, and a Campus Development Committee, and the Office of the President, and legislative analysts and the Department of Finance, all looking at ideas, which is the program, and then the plans, and everybody's a born architect. The regents, over time, had been either heavily involved or not involved, depending on the era, in actual design of buildings. That used to be a big thing as that was one thing they could understand, a picture of a building, and whether they liked it or not.

DOUGLASS: Can you think of a building that they were particularly interested in and got involved in?

SPAFFORD: There were some on other campuses that I can remember. The library at San Diego was a pretty exotic design. It apparently cost a lot, so that was an albatross around our neck in going to Sacramento for a long time. Sometimes buildings get sort of a financial stigma attached to them and it hurts everybody.

We've had less exotic-looking buildings here than some of the other campuses, perhaps. Briggs Hall, to me, is quite harsh

architecture, but that was done by a very flamboyant architect, and the regents thought it was the greatest thing since sliced bread. It was quite a unique thing as far as the utilities were concerned and the circulation. It was really supposed to be quite good.

I like King Hall, the law school. It's a smaller building so it's easier to have it warm and friendly.

Then we also had a consulting architect, and this was imposed on us by the Kerr era, to kind of make sure that you have some cohesive aspects to your buildings on the campus. This person would look over the shoulders of the architect that we had hired to design a particular building, so you always had those egos working against each other. You had your own campus architect, you had the Building Committee, the Campus Development Committee, the chancellor, the consulting architect, the Office of the President, who had an architect on the staff, and then the folks in Sacramento, and the regents you had to get by, who usually had an architect as a member of the board, or people that hired architects. You just had a lot of tastes and egos at play, so you never were sure what you were going to end up with.

DOUGLASS: What building projects were going on when Dr. Meyer first became chancellor?

SPAFFORD: Well, it was finishing up, and that was probably [when] the veterinary teaching hospital was finishing up then. Recreation Hall was non-

state-funded and that was a problem because that came at the start of the energy crisis. So, we got a good design, and then we got terrible bids because all the contractors were putting in a big risk factor for the cost of energy because it would take two years to build the building. It just priced us out, so we had to redo some of the design and go back out to bid, and then we did OK.

DOUGLASS: That was completed in 1977, I believe.

SPAFFORD: That was the first big non-state building the campus had done and Jim deserves a lot of credit for making that go. It really helped with the whole student activity scene. Jim really deserves a lot of credit for carrying on with that one. He got a nice start with a gift of over \$1 million, and that was big money in those days. That was a good project. It was tough going because of that national energy crisis then.

DOUGLASS: Also the budget was decreasing every year, I understand.

SPAFFORD: Yes, but this one was non-state-funded.

DOUGLASS: The other big project that was going on, I know, was the School of Medicine, which you mentioned briefly.

SPAFFORD: Did I tell you about the Sunday night massacre?

DOUGLASS: No, I don't think you did.

SPAFFORD: That was when the federal funds were cut off. They were revoked. We'd been authorized the funds.

DOUGLASS: This was at the federal level that you're talking about?

SPAFFORD: Right.

DOUGLASS: When [President Richard M.] Nixon . . .

SPAFFORD: . . . Said, "No more."

DOUGLASS: That was 1970.

SPAFFORD: We had Medical Sciences Unit 1 under construction and we were going to build Veterinary Medicine Unit 2. Well, when Nixon said, "No more." why, Chet McCorkle, who was then in the Office of the President as executive vice chancellor, came up with his staff and said, "Well, you're going to have to change the occupancy of Medical Sciences 1 from just medicine to medicine and veterinary medicine." So, we refer to that as the Sunday night massacre because they came in on a Sunday afternoon and we all met with them. It was a real blow to both schools and it took a lot of remodeling to accommodate both of them. Anyway, that was a major point. We still don't have that Med Sci 2.

DOUGLASS: That was a major issue, what you're discussing. What about the component of the hospital in all of this?

SPAFFORD: Well, the hospital thing was a big political football. The faculty were divided on it within the School of Medicine. The city of Davis didn't know what they wanted to do. They didn't want any growth, so they didn't want the hospital either. The county of Sacramento really insisted that we be there because they wanted that for the indigent,

especially. So there was a big push and pull. And some of it took place before Med Sci 1 was built because I remember the politicians had their cage rattled by faculty and business because they wanted Med Sci 1 placed in Sacramento. But we didn't want to do that because the basic sciences in medicine interacted with the other campus science faculty.

[Interruption]

DOUGLASS: You were talking about the hospital problem.

SPAFFORD: First, you know, we needed the Sacramento County Hospital as a place for clinical teaching. At one time the funding was that it was a good thing for both the university and the county. Then the rules changed and the funding changed, so everybody was trying to let the other person pay for it.

As it turned out, why, we ended up taking over the county hospital, and it's been a very long and difficult process. I know you talked with Dr. Learn and you probably learned a lot about that. Again, a lot of people involved in that were experts, instant experts.

DOUGLASS: How were you actually involved in the whole process?

SPAFFORD: First we hired some engineers. Then we found out that the north/south wings of the county hospital were seismically unsound, so then that changed the picture and the contract terms. So, my role was getting the project planning guide done with the assistance of the folks in the

School of Medicine and the hospital, and getting architectural firms hired, getting the drawings made. Then everybody was trying to get the thing funded.

DOUGLASS: You mentioned--and I saw this in the [chancellor's] papers--that the faculty was divided in terms of where the hospital should be located.

SPAFFORD: Right.

DOUGLASS: What impact did that have on you in terms of working with them in the planning process?

SPAFFORD: Well, I didn't really have to try to resolve that. The dean had to handle that. I mean, I just knew that there was a division. It really boiled down to whether there was going to be a basic science building at all. There's always a division, really, within med school departments, between basic sciences and clinical folk. The basic sciences like to interact with the other basic sciences on the campus. That was one of Dean [John C.] Tupper's theme songs early on. He'd say, "Hey, you've got a great bunch of biologists here already, and we're just going to tap into them." Then you get some people that are in both clinical and basic sciences and have to commute between Davis and Sacramento. Nobody likes to commute between on the job.

DOUGLASS: I think I interrupted you. You were talking about how you were involved in the process of planning and getting the buildings for the School of Medicine.

SPAFFORD: At the hospital, why, it was really complicated by the fact that it was a tight site and that we had so many political issues going on: taking care of the poor, Sacramento County complaining that they were paying more than their share and the system not providing for the teaching hospital costs both at the state and federal level. So it was a real cost problem on the operating cost side. We just worked around the seismically unsound building. Then we had to work around the notion that we had too many hospital beds in the region already. It's kind of amazing to me how that faded away.

DOUGLASS: That particular issue?

SPAFFORD: Yes, over time just faded away, for a lot of reasons. There's still some concern about duplication of expensive equipment, but the number of hospital beds was a big issue statewide at that time, whether we should build any more. So that was a real problem.

DOUGLASS: You mentioned Dr. Learn. He was responsible for the development of the . . .

SPAFFORD: . . . He was the board of the hospital.

DOUGLASS: Right. How closely did you work with him on this whole project?

SPAFFORD: Very. He and I didn't even have to finish sentences. We just were on the same wavelength all the time. He and I had offices right next to each other, so it was really easy for me.

DOUGLASS: How would you work with him?

SPAFFORD: Well, I'd probably go in and cry now and then. [Laughter] No, we just both could interact quickly and easily. He got there earliest, then Jim Meyer would come in, and I was usually late. I'd get there about 7:15 in the morning. So it was that early time that you could chat before your schedule got full.

DOUGLASS: Would all three of you meet on these projects?

SPAFFORD: Sometimes.

DOUGLASS: Or basically you and Dr. Learn?

SPAFFORD: Sometimes we would meet on just "whither are we drifting" kind of a thing, but, yes, we'd often talk about medical school/hospital concerns.

DOUGLASS: How much of your time do you think it took?

SPAFFORD: I think at one time we were spending half our time on the hospital.

DOUGLASS: This went on for a long time.

SPAFFORD: Yes. Dean Hibbard Williams got it going, and he and Joe [P.] Tupin deserve a lot of credit for the kind of place it is right now.

DOUGLASS: You mentioned some of the challenges of dealing with trying to get this going and completed. Are there any other challenges that you can think of that really made this whole project particularly difficult?

SPAFFORD: You're talking about the medical [school and hospital]?

DOUGLASS: Yes, the medical school and hospital I'm thinking of specifically.

SPAFFORD: Well, you know, I would say that the President's Office was not as helpful as they should have been.

DOUGLASS: How so?

SPAFFORD: Well, they were always comparing us with, say, [University of California] Irvine, and then Irvine would get into big trouble financially. They'd say, "Why don't you do it as cheaply as they do?" Then that didn't turn out to be the way. They just really didn't have very good information, so it was always a problem.

DOUGLASS: What about the regents?

SPAFFORD: Well, they vacillated between that it should be a financially independent kind of an operation, to being an integral part of the teaching program. You could really get big bucks in the hole in a hurry in a hospital if it wasn't well managed, so I guess they were concerned about that.

DOUGLASS: But they didn't provide any particular obstacles to the project?

SPAFFORD: No, I don't think so. No, it was more the staff just didn't really have good information. I'm talking about on the construction side.

DOUGLASS: The staff at the President's Office?

SPAFFORD: Right. They would try to say, "This is really the cost level we should be at." It wasn't accurate at all and couldn't be accomplished. So, that was always a stumbling block.

DOUGLASS: Is there anything else you want to add about the medical school?

SPAFFORD: I don't think so. I think if you have talked to Elmer you've gotten a pretty good flavor of the issues.

DOUGLASS: This is the end of this side.

[End Tape 3, Side A]

[Begin Tape 4, Side A]

DOUGLASS: You mentioned Recreation Hall, besides the School of Medicine, being a major project. What other major physical construction projects were you involved in during the seventies and eighties?

SPAFFORD: Well, as I said, the library, and then the other would be Engineering Unit 2. Both engineering and the library had obstacles in that legislative analysts and the Office of the President both wanted to look at engineering. They wanted to see what the priorities should be for the total university, because we had engineering even starting at [University of California] Riverside, and we needed to expand [University of California] Santa Barbara. They already had big programs at UCLA and Berkeley. I guess San Diego was in about the same boat that we were, although we were older. So that they wanted to have an engineering plan for UC, and they also were required to have a library plan for UC, including storage, both north and south centralized storage systems. So that there wasn't just a building of more libraries all the time; there had to be some way to handle two centralized retrieval systems.

On both of these, why, we were told, "We have to wait till we get our plan done." Well, the plan kept getting put off and put off.

Anyway, we did an Engineering 2 program that Ray [B.] Krone, the associate dean of engineering, worked out with Bob Halferty. We changed the program three times a year for about ten years. Fortunately, he put it on the computer so that he could even do it from home. That was a terribly long process.

Then we had to look at things like how many clean rooms we needed for microchip studies and research and so forth, and they're very, very expensive. So there were a number of very expensive areas that we had to look and see really how many rooms like this can we afford and how many do we need for the long term.

DOUGLASS: Was this plan, the idea of looking at the other UC campuses by the UC-level administration, a new approach?

SPAFFORD: I'd say yes. I think it needed to be done, but they just didn't get it done in a reasonable amount of time and didn't find that they stuck to their own criteria. But outside of that . . . It should have been done for a lot of areas.

DOUGLASS: Were there any other projects that you were working on that you wanted to mention?

SPAFFORD: No, I don't think so. The library was one that we just had to have, and that was caught up in this political scramble. Engineering was amazing. I don't think that the faculty looked far enough ahead of technology change, which you'd think engineers would. On the other

side, the library, why, some of the people that were pushing for it were expecting technology to change too soon.

DOUGLASS: What do you mean by that?

SPAFFORD: "We don't need books anymore. We're going to have it all on tape or some other kind of media. We won't actually have books. We won't need all this shelf space and reading room and all that." It was kind of interesting to compare the two projects. One was just taking today's technology and looking at the future, that we were always going to need it, how we deal with computer chips, for instance. Then the other one was too many people expecting major changes in libraries, how you could store and retrieve information.

DOUGLASS: Was that one of the main issues in terms of getting funding for the project?

SPAFFORD: It was for the library.

DOUGLASS: Who reacted to those?

SPAFFORD: The legislative analyst was one that was saying, "Hey, we're not going to fund any library stuff until we have a plan that we approve of."

DOUGLASS: Was that Alan Post you're talking about?

SPAFFORD: Well, I think it was after Alan, but it was his successor though.

DOUGLASS: They didn't agree with this high-tech approach?

SPAFFORD: No, they expected the high-tech approach to relieve them of the responsibility of funding any more libraries. Whether they believed it

SPAFFORD: or not, I don't know, but they were expecting the need for libraries to be diminishing. One wouldn't have books, per se, or you would store books in Richmond.

DOUGLASS: Did anyone from the campus have that same philosophical approach about the library?

SPAFFORD: No. I think that all the professional librarians felt that one was going to be able to use computers and tapes and so forth, but you would still need books and journals. Books and journals all just mushroomed in numbers in the last twenty years. It is a big problem.

DOUGLASS: Was this the main point of contention then in terms of trying to get funding for the library?

SPAFFORD: Yes. They said, "Hey, you've got to take these into account in your library plan for the university."

DOUGLASS: That dragged on, then. They just completed the wing in 1992-93.

SPAFFORD: They're still doing the remodeling.

DOUGLASS: Finally was that agreed upon before you left [UC] Davis?

SPAFFORD: Yes. Right.

DOUGLASS: How did that get resolved?

SPAFFORD: Well, they finally got the number of volumes that have to be shipped each year from Davis and other campuses to the storage centers. That was the final big issue.

DOUGLASS: Anything you want to add about the library?

SPAFFORD: It's just so central to the campus, and that's when we got Jim to go and give them the word. We made it, finally.

DOUGLASS: That made the difference, you think?

SPAFFORD: Not going might have made a difference. You don't know. You've got to do what you can.

DOUGLASS: I want to ask you some more general questions about planning. I saw, when I was looking through the chancellor's papers, that in 1970 there began a review of the long-range development plan originally produced in 1963.

SPAFFORD: Right.

DOUGLASS: At the time, what were the anticipated changes in physical planning for the campus?

SPAFFORD: Well, I guess that we changed--I don't remember '70. I just don't remember.

DOUGLASS: This was a review, not a new plan.

SPAFFORD: Probably review the enrollment projections and so then you need to see whether you need to plan for additional facilities. I don't remember when the Graduate School of Administration got started. That would have been mid-seventies, wouldn't it, before we talk about that.¹

¹The School of Administration was established in 1981.

DOUGLASS: I can look it up.

SPAFFORD: So that wasn't in the picture. I think that regarding the health sciences, we had other allied health programs in the wind, and that sort of died with the lack of federal funding because they also funded some of the operating funds for the health sciences. So that whole health sciences thing sort of collapsed.

DOUGLASS: In the seventies and eighties there was decreasing funding, and there wasn't as much physical construction or new buildings going up. You just said one was the health sciences. How did that impact planning, do you think?

SPAFFORD: Well, we were still fiddling around with temporary buildings because we still had a lot of growth. So that was one of these things--you don't want to do it, but you've got to do it, kind of situations. We did a lot of remodeling, started making lots of cubicles. [Laughter]

DOUGLASS: Do you think that this philosophical approach towards planning changed during the 1970s?

SPAFFORD: No. I think I mentioned to you, or maybe it was in a discussion with somebody else recently, when we hired Rai Okamoto to look at redoing the plan--Rai is an urban-oriented architect, planner--and the Davis campus just didn't want to go the route of a lot of infill. So we really never did get a revised plan.

DOUGLASS: That was in the eighties, right?

SPAFFORD: Right. In the seventies we just were able to use the '63 plan as the basis for our planning. With the freeway development we had to hook up our existing road system to that, and we needed some new roads, but we never really were able to finish the new road loop.

DOUGLASS: You just mentioned about wanting to not go into this urban direction in terms of planning for the campus. You also talked earlier about the trees, and that those were important also. How important was the issue of the physical environment in relation to the learning process and the environment of the campus?

SPAFFORD: Well, I think that both Mrak and Meyer and the people that wanted to be on the Building and Campus Development Committee all wanted to have a pleasant outdoor situation. And so trees and shrubs were important in the development of the arboretum and the creek. As I said, Mrak really had a vision there, and Jim Meyer enjoyed it a lot. He would come back with the Monday morning reports on the condition of the arboretum too, because that's the only natural topographical change in the area. So I think there has been an interest of the campus administrators and the faculty and staff, who seemed to want to be involved in the physical planning, to have trees and shrubs that made it a decent place to live.

DOUGLASS: You just talked about the faculty and administrations and all these different groups you got involved in the planning committee. When

you worked with these various groups, how did you balance the demands of the various colleges and/or the departments in terms of what they really wanted?

SPAFFORD: Well, sometimes you just had to tell them that there was no way it was going to get funded, the system just didn't permit it. Or you could say, "If you drop this, you can get that," kind of thing. You just had to explain to them what the rules of the game were at that time and how they were going to be reviewed on up the ladder. You're never able to solve a department's space problem wholly. We were always behind on the growth curve.

DOUGLASS: As the campus increased in enrollment, you also got a more diverse student population. Did that have any impact at all on physical planning in terms of needs?

SPAFFORD: No.

DOUGLASS: That just fit in with the academic planning?

SPAFFORD: Yes. The only thing that changed was handicapped access and services for the blind and that kind of thing. So it was only the disabled requirements that changed. And some of those aren't solvable, because you have handicapped access and you have fire safety rules, and they don't match. You can't put a handicapped person in an elevator during a fire. Nobody can use the elevators during a fire. So the whole thing is tough to resolve. But early on,

why, Ruth [E.] Anderson, who was dean of women, was the contact, and she'd say, "We've got a student going to these classes and these classes this fall," and we'd widen a door or build a ramp or whatever. Then as we got going, why, the new buildings would take care of the handicapped access, because they were reviewed by the state office of architecture for that.

DOUGLASS: That, then, was the main impact that you saw?

SPAFFORD: That was it.

DOUGLASS: I want to ask you about Chancellor Meyer and his management approach, which has come up at various points. When he came into office, he consciously organized the administration according to a matrix management approach. What did you think of that whole approach?

SPAFFORD: As I said, that was my natural inclination anyway, so that was fine with me and easy for me. And, you know, as I said before, Jim is a frugal person, he doesn't believe in waste, and that was good. He tried to establish principles for all the action, not always easy to do, and sometimes the criteria were subject to interpretation, even when you've got principles involved. I think that the matrix system was fine.

DOUGLASS: How effective do you think it was really in achieving goals and objectives?

SPAFFORD: It was more on how some of the individuals in the organization acted and felt. You know, everybody's different. It just depended on who the vice chancellor or the dean was at the time and their people. I think it's a good way to go. Some of the finer points of the write-ups about matrix management are a little bit far-out, but the general theme, I think, is excellent.

DOUGLASS: You mean so-called experts in the field?

SPAFFORD: Right. Yes. If they're just taking an idea and trying to make too much out of it. Anyway, I was very comfortable with it, and I thought it was the way that the Davis campus should go, and probably a lot of campuses should be looking at it instead of having empires and turf wars.

DOUGLASS: When Dr. Meyer became chancellor, he instituted the yearly fall conference.

SPAFFORD: We'd had fall conferences before that.

DOUGLASS: He mentioned that there was something like that going on, but was it mostly with students?

SPAFFORD: It was mostly with students. It was a student conference with faculty attending, and probably Jim made it more heavily faculty, I think, and with more academic thrust kind of titles and themes, although I would have to go back and look at the whole array to back up that statement, because it did start as a student conference even under Freeborn.

DOUGLASS: Oh, did it that early? I knew there were things going on under Dr. Mrak.

SPAFFORD: It must have been about [Richard A.] Dick Huberty's student body presidency, which would have been about 1956 or '57, and we went up to the Cal Ski Lodge at Norden for that one. So I think that's when it started.

DOUGLASS: How were you involved in those conferences?

SPAFFORD: Sometimes I was an arranger for the facilities and transportation and helping to get people invited. I can't remember who took over during Mrak's era, but then Lorena Herrig did it with the assistance of [Edith] Edie Silva.

DOUGLASS: How were you involved when Dr. Meyer had the conferences going?

SPAFFORD: Just an attendee, mostly. Sometimes I would help drive or something like that. Sometimes I helped with some of the agenda items.

DOUGLASS: How useful do you think the conferences were?

SPAFFORD: Good. They brought people together who talked together the following year, with students and faculty, and faculty and faculty. It was good. It was a way to get to know people. You couldn't always be sure you had a consensus on campus because they had a consensus there, but you would find out where there were some different ideas on a topic, and you'd get some good ideas. As with most conferences

you were reminded of things you already knew, but you met new people and you learned new things through them.

DOUGLASS: Does any one conference stands out in your mind?

SPAFFORD: No, I don't think so. I can remember one time when Maynard Skinner won a lot of money at the gaming table afterwards. [Laughter] But, no, I don't.

DOUGLASS: I know Meyer had this broken down in terms of there was a big group, and then you'd be assigned various small groups, and then you would come back and report to the big group.

SPAFFORD: Yes, I had to be a reporter a number of times.

DOUGLASS: Does that mean you took down the minutes or what was discussed?

SPAFFORD: Not one of my favorite chores, but I did it.

DOUGLASS: Did you trade off in doing that type of an activity?

SPAFFORD: Oh, yes.

DOUGLASS: That responsibility.

SPAFFORD: Yes. I think that those of us on the staff were expected to have to do some of that less desirable work.

DOUGLASS: What was it like to work with Dr. Meyer?

SPAFFORD: You know, as I say, he would come in in the morning, sit down, and say, "What about . . ." or, "Why don't we . . ." or, "I've been thinking . . ." kind of thing. We'd chat about that a while.

DOUGLASS: He came into the office early, I understand.

SPAFFORD: Yes. My office was on his way to the coffee machine. So, we'd discuss what was hot or interesting.

DOUGLASS: When did you first meet Dr. Meyer, do you remember?

SPAFFORD: Well, no, I don't. I took a course in animal science as a student, but not from him. I think he had charge of the program, and I had one section of it. But I never took a course from him. I knew him when he became dean, and I was on the staff. That's when we first really began interacting.

DOUGLASS: How much did you interact with him before he became chancellor?

SPAFFORD: Quite a bit.

DOUGLASS: He was on the Building Committee, I saw, at one point, at least.

SPAFFORD: Yes. Because he was dean of the biggest college, or the oldest, anyway, one with the most space, so he and I had to work on space issues.

DOUGLASS: How did working with Chancellor Meyer compare with Chancellor Mrak?

SPAFFORD: Well, Mrak was more, I guess I'll use the term, "volatile" than Jim. I probably went places more with Mrak than with Jim. He and I would go together to a lot of things. They were just different types of people. Jim was lower-key, did a lot of reading on educational and management issues when he became chancellor. Emil was more involved in science, although he was a very intellectually curious

person in everything. He enjoyed music and tried to learn about the arts. He was fun that way because he was interested in anything new. Jim always treated me very well. He was just a lower-key guy and stayed in Davis more than Mrak did. Mrak did more traveling.

DOUGLASS: Anything else?

SPAFFORD: I don't think so.

DOUGLASS: Why don't we stop at this point. We could stop the tape now and then plan tomorrow to do some summary wrap-up. Then if there's anything else you think of that's a great opportunity to say it.

SPAFFORD: Great.

[End Tape 4, Side A]

[Session 3, June 2, 1993]

[Begin Tape 5, Side A]

DOUGLASS: I thought we could use this time basically to do some more wrap-up and summary questions. During the last session, when you talked about the School of Medicine, you stated that you would come in about 7:15 [A.M.], and that that was later than Dr. Meyer and Elmer Learn. What was your typical workday like?

SPAFFORD: We usually had half the time filled up with meetings with individuals or groups. It seems like my calendar was about like that.

DOUGLASS: So you would come in at about 7:15. Was that your normal time?

SPAFFORD: Yes.

DOUGLASS: What would be the first thing that you would do, usually?

SPAFFORD: Get a cup of coffee and say, "Hi," or if I had an 8:00 meeting, why, I'd get ready for that, go up and see what the topics were and what it was I needed to know. I always had an excellent secretary; for the last twelve or fifteen years Carol [A.] Dailey was there.

DOUGLASS: She was your secretary?

SPAFFORD: Yes, and she was more than a secretary. She was my right hand. She always had the material ready for me so I could look it over.

DOUGLASS: How much time do you think you spent in meetings?

SPAFFORD: As I say, about half the time.

DOUGLASS: That was the typical amount, then?

SPAFFORD: I had to do a lot of writing for the capital outlay budget and the project planning guide. Between Bob Halferty and I, we did the writing and editing, and Carol helped us with the editing. These documents had to be prepared all the time.

DOUGLASS: How often were those prepared?

SPAFFORD: It was an annual submission for the capital budget. The project planning guides for various buildings, that was an erratic kind of schedule, depending on whether we had something destined to be funded or not.

DOUGLASS: Did you do one of those for each new building?

SPAFFORD: Correct. As I said, on Engineering 2, we did three revisions a year for about ten years. It was just an awful process. The same with the library. We had to keep changing the volumes that were to be sent to the central storage and those that were going to be housed on the shelves in the total library system of Davis. It was continuing revisions because of sometimes rational, sometimes irrational,

decisions from the systemwide offices of the university and the offices in Sacramento that had a say in it.

DOUGLASS: Who would you submit those to? It sounds like you would submit one to the legislative analyst.

SPAFFORD: We'd submit it to the President's Office and Bill Baker's office. Vice President [William B.] Baker had that responsibility at that time.

DOUGLASS: They were the ones then that you interacted with in terms of revisions?

SPAFFORD: Right. There was a staff of analysts down there that we interacted with. They interpreted what the legislative analyst and Department of Finance were saying. Sometimes they were running scared, sometimes they were right.

DOUGLASS: Can you give me an example of one where they were running scared?

SPAFFORD: Well, no, I can't. Just the library, as I told you yesterday, was the one that was involved in a study of the library system of the total university, and it was complicated, there's no doubt about it, but there was also, I think, some overreaction.

DOUGLASS: It sounds like working on the capital outlay, the planning program guides, and meetings took up a lot of your time. Was there any other thing that dominated your time?

SPAFFORD: I was also responsible for the space allocation. The chancellor is always responsible for everything, but I had to do all the staff work

and meet with the deans and the department chairs. Bob Halferty would do the statistical analyses. So that was a continuing thing. People didn't have enough space to do their job and so they were always urging that additional space be allocated to them. So that was an ongoing process, and we did come up with a good space plan that revolved around building of Meyer Hall, and then we had a whole series of moves and remodels after that happened.

DOUGLASS: Due to the building of Meyer Hall?

SPAFFORD: To back up the rationale for building Meyer Hall, not only the four occupying departments, but it cut across three colleges. I can't remember the number of departments, but it was at least fifteen departments.

DOUGLASS: That were going to be using Meyer Hall?

SPAFFORD: That would be using the space vacated. So that's just being completed now. Hart Hall remodeled with part of that, then Asmundson Hall, and now Hunt Hall, and they're looking at that right now. I've been retired for six years, so you can see how these things . . .

DOUGLASS: . . . It takes a long time . . .

SPAFFORD: . . . Takes a long time.

DOUGLASS: So space allocation was a big portion of what you were doing.

- SPAFFORD: Yes. When Halferty and I would show up with a clipboard and a tape, boy, people would come running out and asking what we were doing. It was sort of a joke after a while. "Uh-oh!" [Laughter]
- DOUGLASS: [Laughter] Did it make them nervous?
- SPAFFORD: Sure.
- DOUGLASS: What did they think would happen?
- SPAFFORD: That they'd have some space taken away from them. So it was kind of a joke. "Close the doors!"
- DOUGLASS: When they saw you coming.
- SPAFFORD: Right.
- DOUGLASS: Anything else that really took your time predominantly?
- SPAFFORD: Well, I was thinking, after our discussion yesterday, there were some of these minor things like signs for political campaigns. We had rules that you couldn't put up political signs for off-campus. You could do it for student body elections. Well, then that got changed through some legal cases. There had been a rule for a long time of no signs, so the groundspeople took them down automatically. Then we got the word that the thing had been changed, so I had to go put some political signs back up on-campus. [Laughter]
- DOUGLASS: When did that change?
- SPAFFORD: Oh, I can't remember. It must have been mid-seventies. Then I'd catch flak from people in the community that there would be political

signs in the dorm windows, so I'd get a phone call--"How come our taxes are going to pay for political advertising?" Well, they weren't. It was some student who put a sign in their dorm window, which was legal.

DOUGLASS: But members of the community noticed that?

SPAFFORD: [Laughter] Right. It was a good place to have a sign! Right on Russell Boulevard. Anyway, you know, just a lot of funny little crazy things.

DOUGLASS: Any other things that you can think of?

SPAFFORD: Not right at this second. I had to meet with the head of architects and engineers, Cliff Jay or Lou Weiss. I met with [Robert C.] Bob Pfeil, who was head of the physical plant before [Robert P.] Bob Kelleher, on budget matters and line personnel matters. They were both very good at running their departments.

DOUGLASS: How frequently would you meet with them?

SPAFFORD: I would meet with them, Bob Kelleher most every day. Lou Weiss, probably three times a week, both on the priorities, if I had received information on the projects I had to get some questions answered on, and then just departmental budgets and personnel.

DOUGLASS: Who do you think you worked most closely with or interacted the most with?

SPAFFORD: Elmer Learn.

DOUGLASS: How often would you meet with him?

SPAFFORD: It depended on his schedule. We always met once a day. We didn't have a scheduled appointment. Sometimes either one of us would to go over major documents.

DOUGLASS: But usually you just met and casually interacted at least once a day?

SPAFFORD: Right. It could be a dozen times a day, because our offices were right adjacent.

DOUGLASS: How late would you usually stay?

SPAFFORD: I didn't like to stay late. At 5:30ish.

DOUGLASS: So that was a typical day, was 7:15 to about 5:30?

SPAFFORD: Yes.

DOUGLASS: Anything else about how the day usually went?

SPAFFORD: We had a good central file system. Bernadette [H.] Meauze handled that. She had it done professionally. You could just talk about something, and she could go get it for you. I didn't have any files of my own; they were all in there. The only things I had in my desk drawers were gadgets, note files.

DOUGLASS: Was that for all of the chancellor's offices on fifth floor, basically?

SPAFFORD: Right. So Jim Meyer's and Elmer Learn's and [Larry N.] Vanderhoef's, and my files, [Gerald R.] Jerry Hallee. All of our stuff was in there.

DOUGLASS: Anybody else who was there at the time?

SPAFFORD: I think that student affairs had their own files. [James J.] Jerry Murphy was there and [Robert A.] Bob Wiggins, before [Thomas B.] Tom Dutton. Then academic affairs had to have their own, because it was all on faculty personnel files so those were different. Then there was an affirmative action section that had to meet state and federal guidelines.

DOUGLASS: The bureaucracy.

SPAFFORD: Right. I mean, it was all very prescribed.

DOUGLASS: Speaking of the bureaucracy and the amount of paperwork, were you affected by just the level of paperwork that was required?

SPAFFORD: Yes, there were a lot of unnecessary reports that had to go to Sacramento, I felt. It was one of those things where sometimes there was a problem, so they said, "Well, we've got to have a report on this every quarter." It sort of reminds me of the story in about the 1600s of a princess who liked sitting on a bench. Then one day they painted the bench. So they had to have the guard there to keep her from sitting on the freshly painted bench. The guard continued after the paint dried. Then there was a war, and they doubled all the posts all over the world, so there were two guards at the bench for years. It's just one of those things that carries on. They institute something and then don't go back and see why we're still doing it.

There were a lot of space reports that were required that Bob Halferty had to do. Some of them we used for internal administration, but most of them were unread.

DOUGLASS: I want to ask you another question about matrix management because I want to make sure that I understand clearly. You mentioned previously that matrix management, as such, was really being practiced by Chancellor Mrak. Besides the use of advisory committees, how was matrix management being utilized at that time?

SPAFFORD: First of all, it was still a fairly small place, and it was just a way that Mrak himself worked. He would go talk to a dean easily, and he would encourage us to do so, or to a department chair. He didn't ever want to talk to a department chair without tuning in the dean; he didn't want to do an end run on them. You could talk to anybody, talk to accounting people, purchasing, whatever. We didn't even know the term "matrix management" then, but it meant you could interact with the people that had the information that you needed, or they could call you. But you always tried to tune in the other folks that were involved, too, those who would be affected.

DOUGLASS: That's interesting. It sounds like that was Dr. Mrak's management style already.

SPAFFORD: Yes. He just wasn't hampered by empire and turf boundaries.

DOUGLASS: Before concluding, I want to ask you also about the role of service organizations and volunteer support, because during the first session you discussed volunteer activities and importance of volunteerism in getting things done when you were a student. Compared to the 1950s, what part did organizations like, for example, Future Farmers of America, play in helping with campus activities, for example, in the 1960s?

SPAFFORD: Let's take Blue Key or Alpha Phi Omega, which are more service [oriented]. That's in their charter. Then for the women, probably, Phytanean Society. They would host campus events, act as hosts. Even at commencement, they helped with the organization of commencement, as ushers, and took tickets at events. They did some landscaping. That's what comes to my mind right now.

DOUGLASS: They were still fairly involved in the sixties?

SPAFFORD: Right. Alpha Phi Omega was really doing pretty well then. I can't remember about Blue Key.

DOUGLASS: What about later into the seventies and eighties? What part did they play?

SPAFFORD: Not as much. Phytanean was still pretty strong, as they are today. They're still going pretty well. I don't know the status of Alpha Phi Omega right now, but they took tickets at athletic events and at cultural events. Picnic Day was always student run. I think there

were more students involved in Picnic Day in the 50s than there are now. But that's in part because we are contracting with concessionaires now. Just different.

DOUGLASS: I know you were, and are, an active member of Rotary Club in Davis.

SPAFFORD: Right.

DOUGLASS: Were other people you worked with when Dr. Mrak was chancellor active in volunteer organizations or service?

SPAFFORD: Oh, yes. Yes.

DOUGLASS: Who in the office, for example, would be involved in that?

SPAFFORD: Well, I can't remember anybody else in the chancellor's office who was in Rotary. John Hardie was in Rotary--is in Rotary--and was in the chancellor's office at that time. Jerry Murphy and his wife have been active in the Short-Term Emergency Aid Committee, called STEAC, which is a very good organization in Davis. People have been involved in the books for the blind, various other food-gathering groups other than STEAC, helping the poor, tutoring in the schools, the Science Center, those kinds of things. You know, the chancellors just really didn't have time to get into volunteer work, their schedule was so busy.

DOUGLASS: What about later during Dr. Meyer's time? Were people that noticeably involved in those kinds of organizations?

SPAFFORD: Yes, but, again, the chancellor and the vice chancellor really don't have time for that. Some of us with lesser responsibilities can do that.

DOUGLASS: I don't know if you consider a separation between maybe more community-based versus campus-based organizations. What about those?

SPAFFORD: I was involved with the Davis Area Chamber of Commerce. I was on the board of directors a number of times. I was really representing the university, but I enjoyed working with that group. Jerry Hallee followed me in that role. John Hardie had served, [James F.] Jim Sullivan, Bob Glock served for a while. So that's one of those things where it's hard to say you're helping the community, but you're also representing university. That was of benefit to them and of benefit to the university.

DOUGLASS: Any other types of organizations that were like that, or activities?

SPAFFORD: I served on some school bond issue study committees, and again that was mostly for the schools rather than the university, because the university wasn't directly affected, but you always want to have a good school system for your faculty and staff families.

DOUGLASS: During the 1950s, the group Sword and Sandal was active. Were you aware of the group at the time when you were a student?

SPAFFORD: Yes.

DOUGLASS: Were you a member?

SPAFFORD: Yes, I went and represented Mrak a lot, and Freeborn some, too.

DOUGLASS: If I understand correctly, this was a student organization.

SPAFFORD: Right.

DOUGLASS: And then you would be invited as a member?

SPAFFORD: Right.

DOUGLASS: You were invited when you were working for both Freeborn and Mrak?

SPAFFORD: Right.

DOUGLASS: What types of things would you do with them?

SPAFFORD: Just tell them what was going on that they were interested in. It was really just an open forum. Anything that anybody wanted to ask was good, and we just tried to find out. It wasn't as complicated in those days. You could talk about finances with the Associated Students and how the university could help. That was really most of the issues in those days--how are you going to fund the band uniforms and the football uniforms and so forth.

DOUGLASS: I know that the group faded out in the sixties and started up again. Did that change?

SPAFFORD: Yes, it started up fairly recently again. In the latter part of the sixties, early seventies, it was hard to get students to think about the institution and the community. It was hard to get a student to smile for a while. It was pretty self-oriented, although some students

considered themselves concerned for humanity throughout the world, and some of them were, but some were pretty serious and not campus oriented for a while.

DOUGLASS: You have had the opportunity to see UC Davis from the vantage point of a student and an administrator over a number of years. How has the campus image--I've seen it described usually as the "aggie image"--changed over the years?

SPAFFORD: Well, I think that until this terrible budget crunch that there's been a interaction with the agriculture community over such a long time that there was a sort of missionary spirit.

DOUGLASS: When you talk about budget crunching, [do you mean] the most recent one?

SPAFFORD: Right. And then there have been changes. We've gone from a macro to a micro kind of science, especially in agriculture, so people are not out digging the soil with their hands. They're using electron microscopes and looking at DNA. So it's just a different group of faculty and responsibilities. So there has been some lessening of the interaction with the greater community, especially in ag.

Medicine has done very well. They had a hard time getting going, but I think that they're very strong in this region with all the medical folks, and I'm pleased that the School of Administration has now got the business community looking at the campus as a source.

There's always a problem with legislators representing constituents who always want immediate research results, and that's just not the way it works. Research is a long-term investment, and sometimes folks forget that. So, there's always some tension there.

I hope the teaching of undergraduates gets squared away.

We've always had a focus on teaching of undergraduates as being a real responsibility, and I've always been pleased that we've had the top people in the departments teaching the introductory courses. Whether we've gotten away from that, I don't know.

DOUGLASS: You just said you hope they got it squared away. What did you mean by that?

SPAFFORD: Right now, you know, there just aren't enough sections, and students have to stay for five years to graduate. With all the retirements, and so forth, I'm not sure what the situation is.

DOUGLASS: Could you define actually what you think the "aggie image" is?

SPAFFORD: I think they've got some concern for the institution, some concern for the greater community, a missionary spirit, if you will, and doing things in a first-class manner. I know that some students that come here are shocked because everybody is a good student, and they hadn't experienced that before. So the competition between students is really pretty tough. Then they find out they can learn from that and interact. I think just having some pride in the place.

DOUGLASS: Why do you think UC Davis has had that image?

SPAFFORD: I think the faculty and the students from the early days just sort of carried it forward. When it's small, you're not anonymous. You have to behave and be nice and be helpful. I think we were just lucky to have a good student body and a good faculty. The faculty were chosen for their creativity and scholarship, and then they helped choose their successors. We had strong deans in the early days, and we got good people.

DOUGLASS: When I was asking you about the campus image, or the aggie image, you were talking about faculty. How has it changed with students, do you think?

SPAFFORD: I'm not sure about what your question is.

DOUGLASS: I asked before, how has the campus image, described as the aggie image, changed over the years. You talked mostly about faculty when you were describing it. What about students?

SPAFFORD: I think that we certainly are more diverse, and that's great, but I'm not sure that after a while they get that same feeling, too. I know that this kind of a community is threatening to some inner-city blacks, for instance, but I hope that we have a welcome kind of spirit.

DOUGLASS: Why do you think it's threatening for them?

SPAFFORD: Because it's just different. I know several individuals who are great people, but just felt this was a strange community. There just weren't

enough other blacks, for starters. So that's something that hopefully will change over time. I think that we've always had about half the students from Southern California and about half of them from what used to be rural areas.

[End Tape 5, Side A]

[Begin Tape 5, Side B]

DOUGLASS: . . . There's more ethnic diversity also.

SPAFFORD: Right.

DOUGLASS: Do you think Davis has had to change in order to be less threatening to different groups?

SPAFFORD: Well, I think that all of us as individuals have to be tuned in to how those folks perceive things, and that's difficult to do, because they're diverse, too. They're not all monolithic in their views. You can't just say, "Latinos think this." because that isn't the way it works. So I think just try to have processes that allow the new folks that are coming in to express their views and learn the way things have to go. It's tough.

DOUGLASS: In terms of physical planning for the campus, and again tying into this image, how important was it to the administration to maintain the atmosphere that's characterized by this image?

SPAFFORD: I think that all three--Freeborn, Mrak, and Meyer--wanted to have a pleasant place, and that includes lots of trees and enough open space

where you can walk and bicycle and sit and talk. We never were able to get enough space within buildings for a group of students or a faculty and students to sit down and talk between classes. We kept working on that, but we were never able to generate that kind of space.

DOUGLASS: Why is that?

SPAFFORD: The state wouldn't fund it. So, yes, we tried to have a place that was friendly, and I don't know how you describe that sense of quietness, calmness, bring some of the outdoors.

DOUGLASS: Besides not being able to get, when you were building new buildings, that particular type of plan, how successful do you think you were in achieving and maintaining that atmosphere?

SPAFFORD: Fair. We didn't always get done what we'd like to, but we did pretty well.

DOUGLASS: Were there other ideas that you wanted to integrate in the plans like this idea of open space for students?

SPAFFORD: Yes, we would have liked to have more study space, and we did a few things in the residence halls, but not as much as we'd liked.

DOUGLASS: What types of things?

SPAFFORD: Study areas. Then more just freestanding buildings, because we never were going to be able to have enough in the library for study space, and that would have been nice to do. But they've done some good

things with the coffee house in the Union and the Silo expansion. It provides a little bit of that, but probably there's always need for more quiet study space. That's just hard to get funding for.

DOUGLASS: Anything else that was really a conscious effort in the planning?

SPAFFORD: Intramural kind of things. Boy, in the fifties, we had a lot of pretty terrible playing fields, and so we've come a long way in that. We used to have some hard ground with star thistle on it that we mowed. I'm pleased with our process. A lot of outdoor recreational space now that's pretty good. It took a long time.

DOUGLASS: When you look back over your time--and I realize this is quite a bit of time--what do you consider your achievements to be as the assistant vice chancellor?

SPAFFORD: Oh, I don't know. Just helping to make these things we just talked about; decent facilities for teaching and for relaxing. There are just so many people involved in all these things. No one person can take credit for it. Some of the chancellors can take credit for permitting it, giving it assistance, saying, "Yes, this is where we want to go," defining the goals, but it's just a whole lot of folks involved. So just encouraging people that have talent to get into the thing and keep working on getting funds to make things go, and not giving up. I think that it's a pretty good place, the physical facilities and the

landscaping and so forth. I'm pleased that I had the opportunity to be a part of it.

DOUGLASS: What were the challenges?

SPAFFORD: Just getting money, mostly, and getting as much of the kinds of thing that we wanted done. It wasn't always well received by those who controlled the purse strings.

DOUGLASS: Were there any surprises?

SPAFFORD: No, there were disappointments. [Laughter]

DOUGLASS: But nothing really, when you look back, that you weren't expecting about how things would turn out?

SPAFFORD: Not that I can recall.

DOUGLASS: What were the disappointments?

SPAFFORD: Not getting some things funded in a timely way. It would have been nice not to have ever had any temporary buildings. It would have been nice to get the funding so we could have gotten a major building that we needed at the right time. Now those temporaries will be there for a long time, unfortunately.

DOUGLASS: They're not really temporary anymore.

SPAFFORD: No. It's a misnomer.

DOUGLASS: Were the temporary buildings for the law school really the first?

SPAFFORD: There was a series of buildings that we got and we put the law school in one of them. It wasn't specifically for the law school. We just

needed space for a number of programs. That's how we got them. It was a different method of funding is what it was.

DOUGLASS: You announced your retirement a little while before . . .

SPAFFORD: . . . Almost a year.

DOUGLASS: Was that before Dr. Meyer actually announced his retirement?

SPAFFORD: Yes.

DOUGLASS: Why did you decide to retire?

SPAFFORD: Just because I was going to be sixty-three at that time, and that was a good time on the scale of things to go.

DOUGLASS: What happened to your position when you retired? Didn't some of your duties get shifted?

SPAFFORD: Right. [Marjorie M.] Marge Dickinson took the governmental relations thing, and [Richard J.] Dick Meisinger took the capital outlay budget. They were different duties spread around.

DOUGLASS: Before we end, is there anything you'd like to add that we haven't discussed?

SPAFFORD: No. As I say, I was surprised at how many of the unpleasanties have disappeared from my memory when you brought up certain things. I have good feelings about a lot of great people that I worked with over the years--staff, faculty, students. A lot of fun.

DOUGLASS: Are there any people in particular that you can name, that really stand out for you?

SPAFFORD: Well, you know, Freeborn, Mrak, and Meyer, for starters, and Elmer Learn and Larry Vanderhoef, I worked for, and then Carol Dailey worked for me. I worked closely with Bernadette Meauze, Jerry Hallee, and Jerry Murphy when he was vice chancellor for student affairs. [Robert M.] Bob Cello when he was vice chancellor for academic affairs. Did you talk to Larry Andrews?

DOUGLASS: Yes, I did.

SPAFFORD: We worked together a long time. So there's just a whole lot of folks. Bob Kelleher. Lou Weiss worked for me. They were superb.

DOUGLASS: So there are quite a few people that you enjoyed working with.

SPAFFORD: Oh, yes.

DOUGLASS: You talked both about Dr. Mrak and Dr. Meyer and their management styles. How effective do you think Dr. Mrak was as a chancellor?

SPAFFORD: Excellent. And he liked to lobby the President's Office about the needs of the campus. Jim Meyer didn't like to do it, but he would do it.

DOUGLASS: Would that be the main characteristic, do you think, of his administration?

SPAFFORD: Mrak was much more outgoing than Jim is. Jim's more reserved, likes to bring out principles, as I said, and Mrak was more volatile.

DOUGLASS: How would you characterize Dr. Meyer, for example, in terms of how effective he was?

SPAFFORD: I thought he was very effective, because he set goals and he let people do it their way; he didn't interfere with their style. So I think we had strong programs develop under him. He respected what Mrak and Freeborn and Ryerson had done before, and built on that.

DOUGLASS: Is there anything else you would like to add?

SPAFFORD: It's been fun reminiscing.

DOUGLASS: Thank you very much, Mr. Spafford. I appreciate your taking the time.

SPAFFORD: It's been great.

[End Tape 5, Side B]

NAMES LIST
 Oral History Program
 Center for California Studies
 California State University, Sacramento

Interviewee/Narrator Frank Edwin Spafford

List Compiler/Interviewer Susan E. Douglass

NAME	IDENTIFICATION	SOURCE OF VERIFICATION	PAGE INTRODUCED
Frank W. Spafford	Father	ES	1
Edith Spafford Perry	Sister	ES	2
Louise Ludden Spafford	Mother	ES	2
Mrs. Moir	Teacher, Chemistry	ES	3
Thompson	Teacher, Physics	ES	3
Pop Crow	Coach	ES	4
Robert W. Allard	Prof., Agronomy, UCD	ES	8
Herbert A. Young	Dean, Letters & Sci., UCD	Stadtman	9
Lawrence J. Andrews	Dean, Letters & Sci., UCD	Stadtman	9
Ralph C. Stocking	Prof., Botany, UCD	<u>UC Dir., Jan. 1952</u>	9
Chester O. McCorkle, Jr.	Prof., Ag. Econ., UCD	Stadtman	9
Edwin C. Voorhies	Prof., Ag. Econ., UCD	Stadtman	9
Harry H. Laidlaw	Prof., Entomology, UCD	<u>UC Dir., Jan. 1952</u>	9

Richard W. Harris	Prof., Landscape Horticulture, UCD	Stadtman	9
Robert M. Hagan	Prof., Water Sci. & Engineering, UCD	Stadtman	9
Elwood M. Juergenson	Prof., Ag. Ed., UCD	Stadtman	10
Sidney S. Sutherland	Prof., Ag. Ed., UCD	Stadtman	10
Elmer Hughes	Chair, Animal Husbandry, UCD	<u>UC Dir., Jan. 1951</u>	12
Samuel H. Beckett	Prof., Irrigation, UCD	Stadtman	13
Eunice H. Wilson	House Mother, UCD	ES	13
Audrey Kelly	House Mother, Beckett Hall, UCD	ES	13
Ira F. Smith	Comptroller/Bus. Manager, Bus. Office, UCD	<u>UC Dir., 1952-53</u>	15
Cecil C. Norris	Ass't. Bus. Manager, Bus. Office, UCD	<u>UC Dir., 1952-53</u>	15
Barbara C. Bell	Admin. Ass't., Bus. Office, UCD	<u>UC Dir., 1952-53</u>	15
Knowles A. Ryerson	Dean, College of Ag., UC	Stadtman	15
Claude B. Hutchison	Dean, College of Ag., UC	Stadtman	15
Stanley B. Freeborn	Provost, UCD	Stadtman	16
Lysle D. Leach	Dean of Students, UCD	Stadtman	16
Susan F. Regan	Dean of Women, UCD	Stadtman	17
Lois Smith Spafford	Wife	ES	17

Harry O. Walker	Head, Bixby-Ag. Practices Program, UCD	Stadtman	17
Mary L. Dye	Principal Admin. Ass't., Chancellor's Office, UCD	<u>UC Dir., 1964-65</u>	18
J. Price Gittinger	Office of University Dean, Ed. Relations	<u>UC Dir., 1964-65</u>	18
Jane Ann Williamson [Lewis]	Ass't. to J. Price Gittinger	ES	18
Howard Shontz	Registrar, UCD	Stadtman	19
Fred N. Briggs	Dean, College of Ag., UCD	Stadtman	19
Frederick L. Griffin	Prof., Ag. Ed., UCD	Stadtman	20
Edmund T. Price	Bus. Manager, Housing Office, UCD	<u>UC Dir., 1964-65</u>	20
Donald H. McLaughlin	UC Regent	Stadtman	23
Harry R. Wellman	Vice Pres., Ag. Sci., UC	Stadtman	23
Robert G. Sproul	President, UC	Stadtman	25
Emil Mrak	Chancellor, UCD	Stadtman	25
Clark Kerr	Chancellor, UCB	Stadtman	26
Eugene C. Lee	Vice Pres.--Ex. Ass't., UC	Stadtman	26
Edward L. Barrett	Faculty Ass't. to Kerr	Stadtman	26
James H. Corley	Vice Pres., Bus. & Fin., Governmental Relations, UC	Stadtman	28
Everett Carter	Vice Chancellor, Academic Affairs, UCD	Stadtman	28

Mahlon Cook	Vice Chancellor, Bus. Affairs, UCD	Stadtman	28
Robert Downie	Ass't. Vice Chancellor, Bus. & Fin., UCD	<u>UC Dir., 1964-65</u>	28
Vernon Cheadle	Vice Chancellor, Academic Affairs, UCD	Stadtman	29
Vigfus S. Asmundson	Prof., Poultry Husbandry, UCD	Stadtman	30
Luther Dent Davis	Prof., Pomology, UCD	Stadtman	30
Paul K. Stumpf	Prof., Biochemistry, UCD	Stadtman	30
Oscar G. Bacon	Prof., Entomology, UCB	<u>UC Dir., 1952-53</u>	31
John R. Goss	Prof., Ag. Engineering, Academic Ass't. to Chancellor, UCD	<u>UC Dir., 1964-65</u>	31
James H. Meyer	Chancellor, UCD	<u>UCD 1991-92 Dir.</u>	33
William H. Lange, Jr.	Prof., Entomology, UCD	<u>UC Dir., 1963-64</u>	33
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C. Harold Hopkins	Sold Land to UCD	ES	36
Goodwin J. Knight	Governor, CA	Stadtman	37
Norman Woodbury	Mayor, Davis	City of Davis	40
Howard Reese	City Manager, Davis	City of Davis	41
Bob Powell	Developer, Davis	ES	41
Maynard A. Amerine	Prof., Enology, UCD	Stadtman	43
Jesse M. Unruh	Speaker, Assembly, CA	<u>California Blue Book, 1967</u>	43

Nicholas C. Petris	Senator, CA	<u>California Roster,</u> <u>1964</u>	43
A. Alan Post	Legislative Analyst, CA	<u>California Roster,</u> <u>1964</u>	43
John Hardie	Special Ass't. to Chancellor, UCD	<u>UCD El Rodeo</u> <u>1965 Yearbook</u>	46
Mortimer Starr	Special Ass't. to Chancellor, Research, UCD	<u>UCD El Rodeo</u> <u>1965 Yearbook</u>	46
Dale R. Lindsay	Special Ass't. to Chancellor, UCD	<u>UC Dir., 1965-66</u>	46
Floyd Feeney	Prof., Law, UCD	<u>UCD 1991-92 Dir.</u>	48
Rolf Y. Berg	Prof., Botany, UCD	<u>UC Dir., 1964-65</u>	50
Jerome C. Davis	Owner of Land That Became University Farm & UCD	Stadtman	51
L. Terry Suber	Head, Physical Plant, UCD	<u>UC Dir., 1960-61</u>	52
Pat Kelly	Student, UCD	ES	52
Daniel d'Agostini	Student Ass't., Chancellor's Office, UCD	<u>UCD Student Dir.,</u> <u>1971-72</u>	54
Herbert I. Levy	Student Ass't., Chancellor's Office, UCD	UCD Alumni Off.	54
Reno Cruz	Student Ass't, Chancellor's Office, UCD	UCD Chancellor's Office	54
Blaine McGowan, Jr.	Prof., Medicine, Vet. Med., UCD	<u>UC Dir., 1973-74</u>	56
Robert E. Halferty	Sr. Ed. Facility Planner, Planning & Budget Office, UCD	<u>UCD 1991-92 Dir.</u>	57

Ronald Reagan	Governor, CA	<u>California Roster 1990</u>	61
Charles Hitch	President, UC	Stadtman	61
De Witt A. Higgs	Chair, UC Board of Regents	Stadtman	61
Elmer Learn	Ex. Vice Chancellor, UCD	<u>UC Dir., 1973-74</u>	65
Lorena Herrig	Ex. Ass't., Chancellor Meyer, UCD	UCD Public Info. Office	65
Thomas Hannigan	Assemblyman, CA	<u>1991 Roster & Gov't. Guide</u>	67
Albert S. Rodda	Senator, CA	<u>California Roster 1964</u>	67
Douglas L. Minnis	Lecturer, Ed./ Supervisor Teacher Education, UCD	<u>UC Dir., 1964-65</u>	68
Allen G. Marr	Dean, Grad. Studies & Research Dev., UCD	<u>UC Dir., 1973-74</u>	68
C. Walter Birkelo	City Manager, Davis	City of Davis	68
Fred Costello	Dir., Community Housing, Student Housing, UCD	<u>UCD 1991-92 Dir.</u>	69
Donita Stromgren	Child Care Services, Davis	City of Davis	70
Dave Pelz	Dir., Public Works, Davis	City of Davis	71
Edward S. Rogers	Prof., Public Health & Medical Admin., UCD	<u>UC Dir., 1969</u>	73
Robert W. Glock	Ass't. Chancellor, Planning, UCD	<u>UC Dir., 1969</u>	73
Clifford C. Jay	Architect, Architect & Engineer's Office, UCD	<u>UC Dir., 1969</u>	74

Louis G. Weiss	Principal Engineer, Architect & Engineer's Office, UCD	<u>UCD 1991-92 Dir.</u>	74
Richard M. Nixon	President, U.S.	Foner	77
John C. Tupper	Dean, School of Medicine, UCD	<u>UC Dir., 1969-70</u>	79
Hibbard Williams	Dean, School of Medicine, UCD	<u>UCD 1991-92 Dir.</u>	81
Ray B. Krone	Assoc. Dean, Research, College of Engineering, UCD	<u>UC Dir., 1973-74</u>	84
Rai Okamoto	Architect	UCD Chancellor's Office	88
Ruth E. Anderson	Dean of Women, UCD	Stadtman	91
Richard A. Huberty	President, ASUCD	Stadtman	93
Edith Silva	Sr. Admin. Ass't., Chancellor's Office, UCD	<u>UC Dir., 1973-74</u>	93
Maynard Skinner	Ass't. Vice Chancellor, Student Admin. Services, UCD	<u>UC Dir., 1973-74</u>	94
Carol A. Dailey	MSO, Facilities, UCD	<u>UCD 1991-92 Dir.</u>	97
William B. Baker	Vice Pres., Planning, UC	<u>UC Dir., 1973-74</u>	99
Robert C. Pfeil	Admin., Physical Plant, Chancellor's Office, UCD	<u>UC Dir., 1969</u>	102
Robert P. Kelleher	Admin., Physical Plant, Chancellor's Office, UCD	<u>UC Dir., 1981-82</u>	102
Bernadette H. Meauze	Control Files Coordinator, Chancellor's Office, UCD	<u>UCD 1991-92 Dir.</u>	103

Larry N. Vanderhoef	Ex. Vice Chancellor & Provost, UCD	<u>UCD 1991-92 Dir.</u>	103
Gerald R. Hallee	Ex. Ass't. to Ex. Vice Chancellor, UCD	<u>UCD 1991-92 Dir.</u>	103
James J. Murphy	Vice Chancellor, Student Affairs, UCD	<u>UC Dir., 1969</u>	104
Robert A. Wiggins	Prof., Engineering, UCD	<u>UC Dir. 1969</u>	104
Thomas B. Dutton	Vice Chancellor, Student Affairs, UCD	<u>UCD 1991-92 Dir.</u>	104
James F. Sullivan	Vice Chancellor, Bus. & Finance, UCD	<u>UC Dir., 1986-87</u>	108
Marjorie M. Dickinson	Dir., Gov't. & Community Relations, Univ. Relations & Development, UCD	<u>UCD 1991-92 Dir.</u>	117
Richard J. Meisinger	Assoc. Vice Chancellor, Planning & Budget, UCD	<u>UCD 1991-92 Dir.</u>	117
Robert M. Cello	Vice Chancellor, Academic Affairs, UCD	<u>UC Dir., 1986-87</u>	118

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CALHA BINDERY
1930 2nd St.
Sacramento, CA 95814
(916) 452-4355

